

**IMPROVING STUDENTS' WRITING ABILITIES
THROUGH PEER FEEDBACK TECHNIQUE AT CLASS VII D
OF SMP NEGERI 1 MLATI IN THE ACADEMIC YEAR OF
2012/2013**

A THESIS

Presented as a Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Education Of State University of
Yogyakarta



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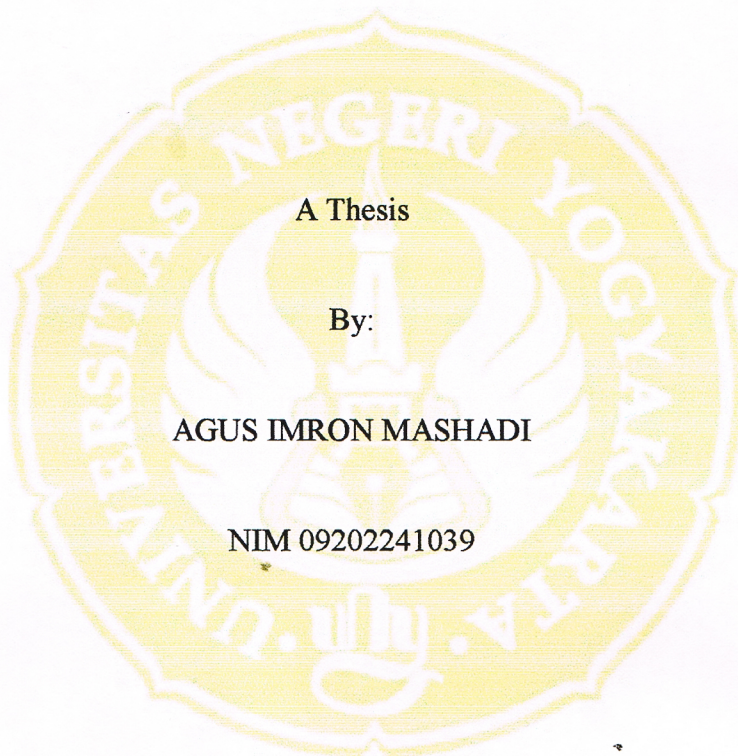
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STATE UNIVERSITY OF YOGYAKARTA

2014

APPROVAL PAGE

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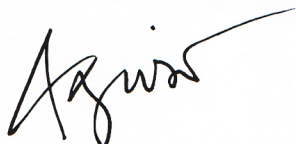
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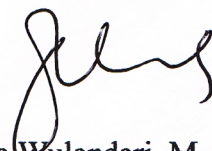
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RATIFICATION

IMPROVING STUDENTS' WRITING ABILITIES THROUGH PEER-FEEDBACK TECHNIQUE AT CLASS VII D OF SMP NEGERI 1 MLATI IN THE ACADEMIC YEAR OF 2012/2013

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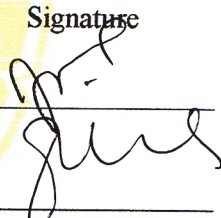
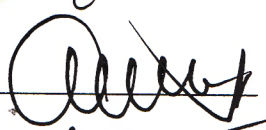
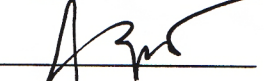
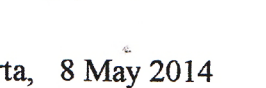
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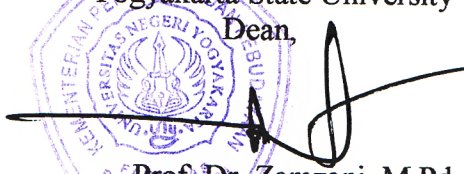
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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 17 April 2014

Penulis,



Agus Imron Mashadi

NIM. 09202241039

DEDICATIONS

I dedicated my thesis to:

1. My greatly beloved father and mother

For every single prayer, smile, advice, and time
to take care of me

2. My sisters and my brothers

For every single support, advice, and lesson to
me.

3. Someone in the past

For every smile you used to give, for every
memory we shared, for a beautiful chapter we
used to write together.

4. My beloved friends

For every smile, memory, and lesson we shared
together.

MOTTOS

“Life is a matter of choice, and I choose to live my choice.”

“The only reason why we fall is to stand up even stronger.”

“To get something you never have you have to do something you never do.”

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In this valuable and treasured chance, I would like to express my biggest gratitude and appreciation to all who had helped me in completing his thesis. First of all, I would like to express the greatest gratitude to my first consultant, Dr. Agus Widyanoro, M.Pd, who has been willing to spare his valuable time not only for reading, correcting and improving my thesis but also for encouraging and guiding me to finish this thesis. I also express my biggest gratitude to my second consultant, Mrs. Ella Wulandari, M.A who has been willing to spend her precious and valuable time to read, criticize, and encourage me to finish this thesis. My gratitude also goes to my academic advisor, Mr. Suharso, M.Pd, and all of my lecturers of the English Education Department State University of Yogyakarta who have taught, guided, and encouraged me very well.

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And finally, may Allah SWT always bless and be with us. Amin

Yogyakarta, April 17th 2014

Agus Imron Mashadi

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Abstract

This action research aims to improve the students' abilities in writing descriptive texts by employing the peer feedback technique in the teaching-learning process.

31 students of class VII D of SMP N 1 Mlati participated in this research. The action research was conducted in two cycles which consisted of three meeting for each cycle. The data were obtained by interviewing the students of class VII D of SMP N 1 Mlati, holding discussions with the English teacher and a collaborator, and doing class observation and documentation in the teaching and learning process. The instruments for collecting the data were observation sheet, interview guidelines, and questionnaires. The data obtained from observations and interviews were analyzed qualitatively. The data obtained from the students' writing during the research were analyzed by using a writing rubric collaboratively with the collaborator. The criteria of validity and reliability were also fulfilled in this research.

The results show the students' improvement after learning writing descriptive texts by using peer-feedback technique. It is proved by the mean score of the students' writing in the post-test (78,40), which is higher than that in the pre-test (54,84). These achievements prove that the implementation of peer feedback technique can improve the students' abilities in writing descriptive texts.

Keywords: *writing ability, peer-feedback technique, descriptive text*

CHAPTER I

INTRODUCTION

A. Background of the study

In TESL (teaching English as second language) or TEFL (teaching English as foreign language), writing is one of the four English macro skills. Similar to reading skills, writing skills requires written texts in the process. The written texts have the role as the main component in reading and writing skills as they deal with the literacy, the ability to read and write. Literacy facilitates people to understand the written symbols and use them to communicate with each other such as to deliver message, to greet each other, and to give information as well. Moreover, as the world and the technology are growing up and up, the ability to read and write becomes crucial in order to live properly.

Writing, among the other English skills; listening, speaking, and reading; is regarded as the most valuable and important skill although it is difficult to possess. Learning English cannot be separated from learning writing since writing can help the English learners to acquire English. Writing provides opportunities for the learners to express their ideas, messages, and mind through letters, words, and sentence in English.

In modern English teaching, writing can be considered as both process and product. Those cannot be separated since they are related to each other. The writing process allows the writers to boost up their ideas, their feeling, putting them into draft and then the writer attempt to express those all things above in the final draft as a product.

Expressing feeling or ideas in the written form is not an easy job since the writer should compose the letters into the words, sentences, paragraphs, and texts in general. Furthermore, the texts should be readable and comprehensible so that the reader will get the message, ideas, or thought as the intention of the writer. Therefore, writing involves more language than the other skills.

The curriculum of junior high school expects the students to be able to master the writing ability particularly writing the text types such as descriptive, narrative, report, recount, procedure, and short functional texts as well. Those texts are the texts that they can find in their life both inside and outside the class.

Furthermore, the needs to communicate without having to meet face to face have increased. People can write letters, memos, send SMS to communicate with their family, relatives, friends and other people if they cannot talk to them directly. This places writing as one of the important and necessary life skills that should be possessed by people including the junior high school students.

However, the junior high school students seem to always have bad perception on writing. Their intention to write in English is very low although there are so many recent technologies that they can use as the media of writing. Besides, the students usually find difficulties in writing in English. Their problem usually comes from their lack of finding ideas and writing correctly in English.

Hence, finding a good method of teaching and learning can be a great solution to these problems and to help the students to learn writing easier.

B. Identification of the problem

Based on the observation conducted in SMP N 1 Mlati, the researcher found several problems related to the process of teaching and learning English in SMP N 1 Mlati. The problems came from the teacher, students, and process of the teaching and learning English.

The first problem came from the teacher. The teacher indeed should know the role of the teacher itself, where she puts herself in the teaching and learning process. The modern teacher will take the role as the planner, facilitator, assessor, etc. The teachers nowadays are not supposed to only give information like in the conventional method. The teacher should move forward to be the planner and the facilitator who plans and facilitates the teaching and learning process to run well and the students can really use their utmost ability to learn. Moreover, the teacher should be a good

assessor, since the assessment is very important as one of the keys to improve the students' ability.

Meanwhile based on the observation done by the researcher, the English teacher at SMP N 1 Mlati was used to applying the conventional method in which she was as the only information giver. It meant that all the materials were mostly given to the students by lecturing them and asking them to do the exercises later on. The teacher preferred giving the students LKS to using other technique which might draw the students' interest.

The second problem was from the students. The students, as the researcher said in the previous, lacked intention of writing in English. The main reason to this problem was because the students did not have such interest in the writing activities. In fact, in mastery writing, the students should have interest in English writing. Yet, many students said that English was a difficult subject to be learned.

Besides that, regarding their ability in writing, the students found difficulties and confusion on how to write in English. They do not know how to express their ideas into English. They already had difficulty in finding the ideas and became worse when it comes to write them in English. Furthermore, based on the observation and interview with the students' representatives, the students usually find it difficult to write in English correctly in the terms of spelling, diction or vocabulary selection, and grammar.

The last aspect is the process of teaching and learning English. The teacher, as it was said before, usually used the conventional method. The teacher usually gave material by lecturing and giving exercise which sometimes were incapable of involving the students in the learning process and activities. The learning process was usually teacher-centered one. Besides, based on the observation done by the researcher, the teaching-learning process was not quite encouraging the students to learn writing since the media or the materials did not attract their interest. Moreover, the teacher rarely used group or pair work which can help the students to get chances to improve themselves. Actually, group or pair work can facilitate the students to improve their learning. Besides that, group or pair work can give the students the opportunity to share their ideas, and also get ideas from their peer.

C. Limitation of the problem

Based on further observation done by the researcher, it showed that the students in class VII D were quite heterogenic. Their intelligence and ability in learning were various. Some of the students were dominant in the class, some of them were average in their level, and few of them were slow learners. However, most of the students of class VII D were very active, cheerful, having good excitement in learning. Besides that, the students of class VII D showed some interest when they are learning in group or pair. They liked to do the exercises with their peer in the group.

Therefore, considering the situation and character of the students, the researcher intended to use peer-feedback technique as the way to improve the students' writing ability. Peer-feedback technique could be a good option for them in the learning process since peer-feedback technique used the students' friendship. Hence, they would not only get feedback by their peer but also get assistance in their learning process later on. Besides that, peer-feedback could be a good treatment to give the students chances to develop their ideas on how to write English correctly since they would get various responses from different readers.

D. Formulation of the problem

From the explanation above, the researcher formulated the problem. The formulation of the problem is: How can peer feedback activities be used to improve writing abilities of the class VII D students of SMP Negeri 1 Mlati?

E. The objectives of the study

The objective of the study is to improve the students' writing abilities using peer feedback technique at class VII D of SMP Negeri 1 Mlati.

F. The significance of the study

Theoretical significance

This study is expected to give relevant resource to the English Department of Yogyakarta State University. This study can be taken into account as the resource in

making thesis and enriching the students' knowledge regarding the teaching writing as well.

In addition, this study can give beneficial reference for the other researchers who also have interest in conducting a research on teaching writing.

Practical significance

This research can give assistance to the English teachers especially in SMP N 1 Mlati to help them improve the students' writing ability. Besides that, the students of class VII D in SMP N 1 Mlati are expected to be able to benefit from this study and get improvement on their writing ability through this study. Furthermore, this study can help the researcher himself to be aware to the appropriate method in teaching English especially writing.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Writing

a. Definition of writing

Writing is one of the four skills in English. Writing is considered as the productive skill since it allows the language user to produce texts. In simple way, according to Hornby (1995:1382) writing is an activity of creating letters, words, sentences, or even other symbols on a surface. It is also added by Byrne (1984:1) writing is the act of forming the graphic symbols such as letter and numbers. which are arranged in certain rules into meaningful words, sentences, paragraphs, and so on.

However, writing is not only about creating letters or symbols, yet it is also about using them to hold communicative events. According to Troyka in Handayani et al. (2013: 1) writing is a way to communicate to the reader in purposes. In short, writing is the ideas, feeling, or thought from the writer which are created and expressed into written form. The purposes are to deliver messages, to give information to the readers, and to create literary works in written forms. These written forms should be readable and comprehensible.

Hence, the reader can get the intended meaning from the writer since writing is also the way to communicate or deliver a message to a reader for a purpose. Thus, writing allows the writer to employ letters or symbols to speak or deliver his or her intended messages, feelings, ideas, and of course thought in a communicative way.

Writing, although it shares the same kind of skill with speaking as productive skill, cannot be acquired like the way speaking is. Speaking can be acquired by getting exposed orally. For example, babies can learn to talk by imitating the words they heard from their parents, their babysitter, or even a neighbor. Yet, writing has a bit complicated processes so that people need to learn it. Langan (2008:13) states that writing is like driving, typing, cooking, or any other skills which can be learned. Furthermore, Brown (2001:334) added that writing needs to be taught and learned. Hence, writing is not a natural gift or innate skill owned by people since he or she was born. Writing can be learned by anyone just like any other skills.

b. Why teach writing?

Brown (2001:334) states that as the members of literate community, people need to learn to write. In learning to write, the teacher needs to give special treatment in order to facilitate the student in the learning process. The teacher should give more attention to the students in the process of writing

since writing can also be considered as discovering process. The guidance from the teacher is necessary as the student has to walk through several steps in the writing process.

Meanwhile, Harmer (2001:79) states that there are several important reasons why writing needs to be taught to the students. The reasons are including the reinforcement, language development, learning style, and writing as a skill.

1) Reinforcement

Some language learners usually find the language in oral form. That means they are mostly exposed to the language learning orally. Yet, most of the language learners prefer the written form since they can benefit more from it. It is because written form provides them with the example of how the construction of letters, words, sentences, and paragraphs fits well. Besides that, the written form can help the language learners to memorize the language since the written display helps them to store more memories. The language learner usually benefits from writing sentences using new language after they have studied it.

2) Language development

The ongoing learning experience requires a mental activity in constructing proper written texts. It means that writing can help them to be engaged in the ongoing language learning experience in order to improve their language mastery. Hence, writing plays the important role in developing the learner's language.

3) Learning style

Learners are unique. They have their own style and strategies to learn language. Many language learners find it easier to learn language if they can get more time to produce language. Therefore, writing can give advantages for such learners' style of learning. Writing, since it is in written form, can give the slow learners more time to produce language.

4) Writing as a skill

The most important reason is that writing is one of the four skills in English. The language learners should master this skill since they have to know how to write letter, reports, how to reply to the advertisement and so on. Moreover, they should be able to write through electronic media as the indicator of developed and modern language learners. Knowing how to write the special convention such as punctuation or paragraph construction is important as well as knowing how to pronounce the spoken English

appropriately. Hence, mastering writing is as important as mastering the other three skills since they all indicate the language mastery.

c. Process of writing

According to Kristine Brown and Susan Hood (1993:6) there are several dependencies on the writing process. The dependencies come from the extrinsic and intrinsic factor. The extrinsic factor comes from the target reader and the situation (time, place, etc.). The target reader's level of knowledge, language proficiency, economic factor, etc. can give the writer considerations in the writing process since the writer should pay attention to these issues. Meanwhile, the intrinsic factor comes from the purpose and the content of writing. Writer should consider the messages that he or she wants to communicate to the target reader in order to deliver his or her intended messages. And the writer should also consider the content of the writing whether it can involve all the writer ideas, whether it can be accepted by the reader, etc.

Given facts above, it can be inferred that writing more concern with the process of writing. Although the product of writing is also important, the process of writing can be media for the writing teacher to guide, treat, and give instruction to the students in order to make a good product of writing. The process can be seen from the way writing works are created. The process

of writing, as suggested by Harmer (2004:4), can be defined as the stages in where the writer goes through in order to produce something in the final written form. Furthermore, Harmer suggested the four main elements in the writing process. They are planning, drafting, editing, and final draft. And the definition of each step and what the teacher can do in each step are presented below.

1) Planning

This element plays the basic role in writing process. In this step, the writer plans what he or she is going to write. Moreover, the writer can also do a brainstorming. He or she can generate some ideas that he or she will express on the paper.

The plans can be in the form of simple note, simple list of words, or even the imaginary ones since many people tend to do planning inside their heads. Similar to the previous explanation, in the planning step, the writer should consider the purpose of writing, content, and the target reader.

For learning and teaching of writing, this step can be used by the teacher to allow the students to brainstorm their ideas. The guidance of the teacher can be important component in this step. A proper-guided

brainstorm can lead the students and boost up their confidence. Hence, they will enter into further writing steps without worry and hesitation.

2) Drafting

Drafting can be considered as the first or initial version of writing. This draft should be amended or developed later. But before amending or developing the draft, of course the writer should look carefully to the draft. The writer can add more information, reducing information, giving alternative to write, and so on. Furthermore, writing process may employ several drafts as the way to reach and succeed the best final draft.

In this step, the teacher can guide the students to immediately write down their ideas on to the paper. The important thing is that the ideas of the students are written down on their paper without having to pay attention on the correctness, grammar, the order, etc. Then the teacher can lead the students to review their draft on which they can add, reduce, or alter their ideas on the draft.

3) Editing (reflecting and revising)

The draft is used by the writer as the first version of writing. This draft needs to be edited in order to produce the best final version of writing. In the editing step, the writer should look back the draft what have been written. Then, the writer can see whether the draft can work or

not. The writer can edit the draft by adding more information, altering ambiguous information, using different form of words. The writer can put him or herself in the reader's shoes so that the writer can evaluate and edit the draft more appropriately. Meanwhile, the reader can also help the writer to reflect and revise the draft. He or she can be the editor who can make suggestion or comment. This assistance can help the writer to make the best and appropriate revisions.

The teacher in this step can have the students to look back on their draft. The students are to think back on their draft in order to make it better as a writing product. The students can also pay attention to their grammar. Besides that, the students can reorganize their draft to make it more readable and legible for the reader. Moreover, teacher can give some feedback and suggestion as the students need some others' review and opinion regarding their draft.

4) Final version

The final version of writing is different from the plan and the first drafts. It is because it has been through the editing, reflecting, and revising step which have turned it into the readily-served text. The writer now can deliver this final draft to the target reader.

d. Microskills of writing

Writing also has several microskills as stated by Brown (2000:343).

The microskills of writing can be seen on the list above:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.
- 7) Use the rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 9) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguish between literal and implied meanings when writing.
- 11) Correctly convey culturally specific references in the context of written text.
- 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Given several microskills in writing, it can be inferred that there are three main aspects of writing: generating ideas, grammatical system, and the use of organization. Generating ideas deals with how the writer defines his or her ideas before writing. Grammatical system deals with the rules and appropriate structure of words combined in order to make good sentences. Besides that, the ideas in the form of sentences need to be organized in order

to make them legible for the reader so that they can get the messages from the writer.

2. The teaching of writing skill in Junior High School in Indonesia

According to the School-Based Curriculum (SBC or *KTSP*), writing has essential roles for the junior high school students. It is aimed to lead the students to reach the level of literacy. Hence, the students are expected to be able to communicate orally and textually in order to make their daily issues accomplished.

Furthermore, the teaching of English in junior high schools has some purposes according to BSNP (2006). The purposes are:

- a. To develop the students' communicative competence in oral and written form to achieve the functional level of literacy.
- b. To gain their awareness about the nature and importance of English to further improve the nation's capability to compete in the world's global society.
- c. To develop the students' understanding about the relationship between language and culture.

Besides that, one of the aspects of English in junior high schools is the ability to not only understand but also to create various short functional texts, monologues, and essays such as procedure, descriptive, recount, narrative, and report.

Related to this, the curriculum in SMP N 1 Mlati is based on the School-Based Curriculum (SBC). The Standard of Competence and Basic Competence in this school are also gained from the Standard of Content which is released by the *BNSP* on 2006.

In this research, the researcher focused on the scopes of learning English in writing descriptive text. It is based on the standard of competence and basic competence of the School-Based Curriculum (SBC) grade VII.

3. Writing Assessment

Language learners, in order to effectively improve their language ability, they should be able to see how themselves learn the language. It means that evaluation is needed as the mean to see how far and how effective their learning process. This kind of technique of having the evaluation toward the learning process is usually named as assessment.

According to the Longman Dictionary of Language Teaching, assessment can be defined as the systemic approach in collecting information of the learners or the learning process. This information is used as the source to see whether the students have developed or succeeded their learning or not. Besides that, this information can also show whether the learning process is successful or not.

Assessment can be conducted through several sources. Test, questionnaires, interview, observation, are the common sources for the assessment. Through those things, information can be gained as to control and to evaluate the learning process.

Brown (2004:4), furthermore, defines assessment by revealing the difference between the test and the assessment. Although to test and to assess are usually misunderstood as the same term, they are technically different. Test is used to measure a person's knowledge, ability, or performance in a given domain. Meanwhile, assessment is an ongoing process which encompasses a wider domain. Hence, test is subset of assessment.

Assessment allows the teachers or the learners to evaluate the learning process. This evaluation requires the information as the data and assessment provides the information. Hence, assessment helps the teachers and the learners to improve their learning process so that the learners can develop their language ability.

Meanwhile, in assessing writing, Jacob et al. in Weigle (2002:116) suggested that the writing can be assessed through several aspects of writing. They are: content, organization, vocabulary, language use, and mechanic.

The more detailed writing assessment rubric can be seen in the table below.

Table1: Writing assessment rubric

Aspects	Score	Criteria
Content	27 - 30	very good to excellent
	22 - 26	average to good
	17 - 21	poor to fair
	13 - 16	very poor
Organization	18 – 20	Very good to excellent
	14 – 17	Average to good
	10 – 13	Poor to fair
	7 – 9	Very poor
Vocabulary	18 – 20	Very good to excellent
	14 – 17	Average to good
	10 – 13	Poor to Fair
	7 – 9	Very poor
Language use	22 – 25	Very good to excellent
	18 – 21	Average to good
	11 – 17	Poor to Fair
	5 – 10	Very poor
mechanic	5	Very good to excellent
	4	Average to good
	3	Poor to Fair
	2	Very poor

Adapted from Sara Weigle (2002:116)

4. Feedback in teaching writing

a. Definition of feedback

According to Richards and Schmidt (2002:199) feedback can be defined as any information or comments as a result of a behavior. Feedback can be in the form written or spoken. In teaching, feedback is everything

that is given by the teacher, caregiver, or others to the learners regarding their students' work. The feedback is believed as a way to improve the students' competence.

Harmer (2007) states that the way the teacher gives feedback can enhance not only the students' confidence, but also the students' competence. Feedback can be used to boost the students' motivation. Moreover, the students can get advices regarding their work from this feedback. Besides that, the teacher can also use the feedback to lead the students back to learning goals that are expected to be reached by the students.

Furthermore, Harmer (2007) adds that feedback can be defined as responding and correcting. Responding deals with the way teacher react on the students' work. The difference between responding and correcting is that in responding the students' work, the teacher is expected to give directional question rather than mentioning which one is correct or wrong. The directional comment is best used in the process of writing in the editing and revising step.

b. Types of feedback

There are two types of written feedback according to Hyland and Hyland (2006). They are direct and indirect feedback. Direct feedback

allows the teacher to give direct correction. For example, the teacher can underlined or cross out the unnecessary words written by the students and give the correct words or form. This can help the students to find out their errors or mistakes and replace them with the provided correct words or forms.

Meanwhile, the indirect feedback allows the teacher to give the students indication that there are some errors or mistakes on their work without providing the correct words or forms. The teacher can simply underline, circle, and give code or other mark that indicates some errors or mistakes done by the students.

The types of feedback that the teacher should give can depend on the students themselves. The students with lower level of English proficiency might find that direct feedback can help them to improve. Meanwhile, it is important for the students who have higher level of English proficiency to have indirect feedback since it can help them to build their skills to be independent self-editor. However, the teacher can employ both types of feedback.

c. Peer feedback

According to Richards and Schmidt (2002), peer feedback can be defined as an activity of the students receiving feedback from other

students. Peer feedback is usually conducted in small group or pair. The students receive their friends' work and then review it and give comment on it.

According to Lundstrom and Baker (2009), peer feedback is an activity which is not only giving the students to give feedback to each other but also to use the language itself in meaningful interaction. Besides that, the students who are doing peer feedback, they are getting exposed to new ideas from others. Not only getting new ideas, peer feedback can also be defined as the way to get perspectives from other people in the same age and the same level.

d. The reasons of using peer feedback

According to Rollinson (2005), there are several reasons why peer feedback should be used. First, peer feedback can provide good feedback to the students since it can give valid feedback to the students. Besides that, Caulk (1994) in Rollinson (2005) added that feedback from peer can give something which is not yet given by the teacher. Moreover, feedback given by peer can contain less bad advice.

Furthermore, Rollinson added that the writers can revise more effectively when they get comment from their peers. The feedback of the peer is more specific than that of the teacher which is more general. Hence,

peer feedback can complement the teacher feedback. Moreover, doing peer feedback which can also mean as being critical reader to others' work can help the students to be more self-reliance and become the reviser of their own writing.

e. Implementing peer feedback on writing class

According to Ferris (2003:165) there are several steps in the implementation of peer feedback. They are:

1) Utilize peer feedback consistently.

In utilizing peer feedback consistently, the teachers should determine that peer feedback will be used in the class as regular method.

2) Explain the benefits of peer feedback to students.

Students sometimes don't feel comfortable with their peer comment since they might think that their peers are less competent though they love peer feedback technique. Hence, the teacher should assure them with this technique. Besides that, the teacher can give the students freedom to say how this technique can match their interests, and then they will get more enthusiastic toward the technique.

3) Prepare students carefully for peer response.

In this step, the students are not only expected to be able to look for the feedback but also to give useful feedback to their peers.

4) Form pairs or groups thoughtfully.

In forming pairs or group, the teacher can be strict to the stable pairs and groups. But it would be better if the students are given freedom to choose their partners as the chemistry of them can help the learning process as well.

5) Provide structure for peer review sessions.

This is one of the steps that can lead to successful learning technique. The teacher should provide good structure for peer review so that the students can make the best of it. Ferris (2003) argued that it would be better if the peer feedback is in the written form since it can give students more time to think.

6) Monitor peer review sessions.

In monitoring the peer review sessions, the teacher should be also involved but not too intrusive. It is because the students will tend to wait for the teacher to give them lead when the teacher is too involved.

7) Hold students' responsibilities for taking peer feedback opportunities seriously.

The teacher in this step should underline that peer feedback is important that the students can learn and benefit from the activities.

B. Review of Relevant Studies

This research employs the previous study to make easy in finishing this thesis. The previous study was conducted by Nasrin Shokrpour, Nikta Keshavarz, and Seyed Mohammad Jafari in Khazar Journal of Humanities and Social Sciences who conducted a research entitled, "The Effect of Peer Review on Writing Skill of EFL Students". They observed two classes, control and experimental. The results of the study showed that the writings skill of the students in the experimental group using peer review improved more than those in the control group.

C. Conceptual framework

Writing is one of the four skills in English. It is considered as a difficult skill since it involves more language than the other skills. Writing became a problem in SMP N 1 Mlati surrounding by several aspects that influence this problem. Those aspects were related to the teacher, students, and the learning process. This study concerned with the activation of the peer feedback to the students.

This peer-feedback technique allowed the students to be more involved in the learning process. Peer feedback assisted the students in the writing process. It also boosted up their autonomy in learning since peer feedback more focuses on the collaborative learning to assist the independent learning. This technique also enhanced the students' writing ability since the students got not only various exposures of texts but also various inputs and suggestions from their peer. This technique was aimed to improve the students' cooperative and collaborative learning to enhance their individuals' writing ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

The research is in the form of action research. Action research, as suggested by Carr & Kemmis (1999), is a form of self reflective enquiry done by participant in social situation for example teachers, students, school principal in educational situation. The purpose of this kind of research is for improving the social and educational practices of teachers, students, school principal in educational situation, and the situations in which these practices are carried out. Hence, this study required the researcher to be involved directly.

Action research deals with identifying a problematic situation. The situation can come from the teachers, students, school principal, and the school environment as well. The purpose of the problematizing situation is not to make a statement that the teacher, or everything involved in the teaching-learning process is bad. But the main purpose is to make an improvement in everything that can possibly be done better.

This research also used the collaboration of the researcher and the collaborator. This collaboration helped the researcher to conduct the research

since it allowed the researcher to share and discuss all his ideas with the collaborator. Besides that, this collaboration also strengthened the validity and the reliability of the research.

Action research, as stated by Burns (2010), has four phases in a cycle of the research. The four broad of phases will be presented as follows:

1. Planning

In this phase, the researcher identified a problem after observing the research objects. Then the researcher developed a plan to improve the specific area which was writing ability that needed to be improved.

2. Action

In this phase, the researcher took the action by conducting the teaching-learning process. This was aimed to give the students treatments which had been planned in the previous phase.

3. Observation

Every action brings reaction. Hence, during the action, the researcher observed the treatments that had been done to find some weaknesses and some other alternative ways, if possible, to improve the teaching-learning process. Besides that, the researcher also observed the students' reaction during the action in order to know how the students felt toward the action.

4. Reflection

In this phase, the researcher reflected, evaluated, and described the effects of the action with the assistance from the collaborator. This step facilitated the researcher to comprehend the situation of what had happened and discovered during the cycle.

There are two cycles in action research according to Burns (1999) reciting the model of action research by Kemmis and McTaggart (1988). The model of action research suggested by Kemmisse and McTaggart can be seen on the picture below.

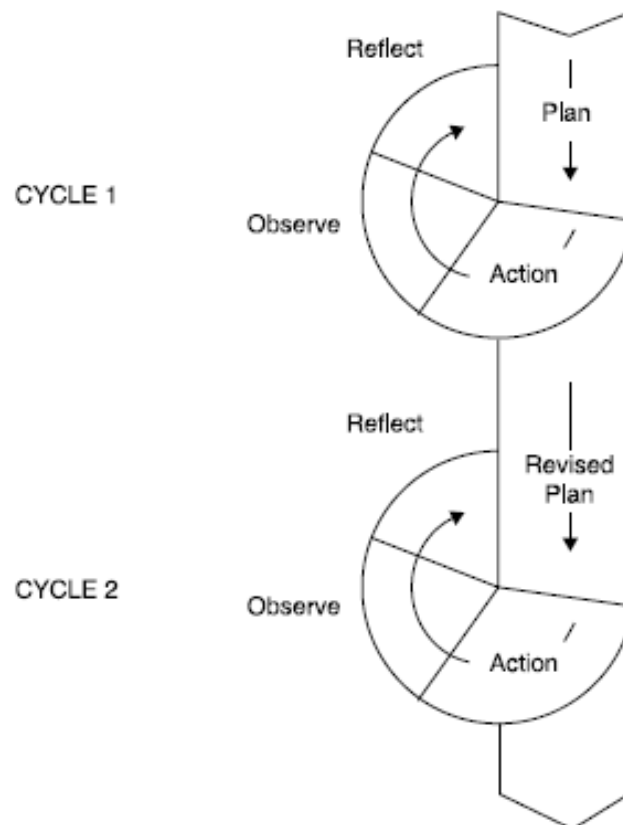


Figure 1: Cyclical AR model based on Kemmis and McTaggart

Cycle I, as mentioned by the researcher in the previous, is consisted of four phase: planning, action, observation, and reflection. Hence, Cycle II is used to revise the first cycle. It is important because the second cycle can make the first cycle better.

Regarding the fact and explanation above, this research was conducted using two cycles. Each cycle was delivered in three meetings. These cycles were applied in order to find the better ways to improve the students' writing skill.

B. Research setting

This study was conducted in SMP N 1 Mlati with the participants from the 31 students of VII D. The facilities available for the students in the classrooms are LCD, portable speaker, and white board which were expected to help the process of learning in order to be run well.

This research was conducted in about one month, May 2013. This time allocation included the observation, pre-test, treatments, and the post-test.

C. Instruments

This research utilized several instruments in collecting the data. Test (pre and post-test), questionnaire, and interview with the students and the English teacher, were the instruments used to collecting the data from the participants.

1) Pre-test and post-test

The pre-test was used by the researcher to find out any problems, weaknesses, etc. regarding the students' writing ability. From the pre-test, the researcher with the collaborator decided the material and technique that would be employed at the first cycle.

Furthermore, post-test was used to measure the participants' improvement in their writing ability. The post-test was expected to show the improvement of the students of class VII D after being treated with technique by the researcher.

2) Questionnaire

Meanwhile, the questionnaires played the role as the source for the researcher to find out the data related to their opinion on English. Moreover, the students were asked about

their motivation toward the English lesson at their school. This also helped the researcher to find an interesting method for the teaching and learning process.

3) Interview with the students

Interviewing students was also used as the source of the research data. Several students were interviewed. The interview was run after the pre-test, after and after each cycle in order to know what the students felt about the teaching and learning process, as well as their improvement on writing.

D. Data collection technique

The instruments were employed in order to collect the data. The instruments used in this research were observation checklist, questionnaire, interview guide lines, and test (pre-test and post-test).

In the reconnaissance step, the researcher assisted by collaborator had observed the teaching and learning process. In observing the teaching learning process, the researcher and the collaborator collected the data in the form of field notes. Then, they gave questionnaire to the students to find out their interest on the subject (English), their obstacles, and their motivation toward the subject especially their writing ability.

Furthermore, the researcher and the collaborator had an interview with the teacher to collect the data regarding the problems in teaching English especially in teaching English writing. All those steps were done in order to reach the process validity on research study.

In planning the action, the democratic and process validity were expected to be reached. Hence, the researcher had a discussion with the English teacher in deciding the technique and method that would be employed in order to improve the students' ability in writing descriptive texts.

Furthermore, in the action and evaluation step, the researcher was assisted by the collaborator in collecting the field note through observation. It was because the researcher had a role as the teacher or executor of the technique in this step. After that, the researcher interviewed the students, the teacher, and the collaborator regarding the teaching and learning process that was implemented by the researcher. In this step, dialogic and outcome validity were expected to be reached.

In the last step which is reflection, the researcher with the assistance of the collaborator, did an evaluation on the students' writing work and also process. By doing this, content, construct, and outcome validity were expected to be achieved.

E. Data analysis

In analyzing data, Burns (1999:157) suggests five steps to analyze the research data. Those five steps are: assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes. The explanation of the five steps will be presented below.

1. Assembling the data

In this stage, the researcher assembled the data. Field notes, questionnaire, and interview transcripts were the data collected on the reconnaissance step or the initial step of the research, which need to be assembled by the researcher. This data assembling brought the data together and then brought up a pattern of data. This pattern was compared and contrasted to find out the data that fit together. This pattern was also adapted and added as the researcher continues the research.

2. Coding the data

In this stage, the researcher coded the data. The researcher reduced the large amount of the data that had been collected to more manageable categories of concepts, types, or themes.

3. Comparing the data

This stage allowed the researcher to compare the data in order to see whether the themes or patterns were repeated or developed across

different data gathering technique. It more concerned with the displaying the data rather than explaining or interpreting them.

4. Building interpretation

In this stage, the researcher thought creatively in interpreting the data and also developing theories regarding the particular patterns of behavior that had occurred.

5. Reporting the outcomes

In this stage, the researcher presented an account of the research for others. In presenting, the account research, the researcher showed the report that set out the process of the research by discussing the question, describing the context of the research, outlining and interpreting the finding, and suggesting the feed back project.

F. Research procedure

1. Determining the thematic concern-reconnaissance

The reconnaissance step was firstly conducted by the researcher. This step allowed the researcher to find out the writing ability of the participants. Besides that, this step also helped the researcher to prepare of what the researcher was going to do during the research. In this step, the researcher tried to find out the problem related to the participants' writing ability and then prepared the activity to solve the problem. The activity was aimed to be

appropriate to the participants' level of knowledge. Hence, the researcher considered the best treatment to be used in such condition.

2. Planning

Planning was the step in which the problem found from the participants got the main focus from the researcher. Given to this, the researcher attempted to design the teaching material and activity which could enhance the participants' writing ability. The material design was planned to be not only appropriate to the participants' level but also attracting their motivation toward writing. In addition, this step also allowed the researcher to prepare the instrument to collect the data.

3. Action and observation

In this step, the researcher implemented the plans that had been prepared in the previous step. Besides that, this was the step where the researcher observed the classroom activity helped by the collaborator. This observation was important as the data collection in order to find out the progress done by the participants. The participants' response to the question and the activity was noted down by the researcher in this step.

4. Reflection

The researcher and the collaborator conducted a reflection after the action in the class was done. This reflection was important to see whether the

action had been successful or not. If the action was successful, the researcher could continue his work. If not, the researcher might have to find another text. This was to give the participants various exposure of text. Hence, at the end of the research the participants improved their writing ability.

G. Data validity and Reliability

The data of the research should be valid and reliable. Hence, Burns (1999:161 – 162) suggests that there are five criteria related to the validity of the research. The five criteria are:

1. Democratic validity

In achieving this criterion, the researcher, assisted by the collaborator, discussed with the teacher to find out the problems and how to solve them. Besides that, the researcher also did some interviews with the students as the subjects of the research..

2. Outcome validity

This criterion is related to the notion of action leading to outcomes that are “successful” within the research context. The researcher expected this research to resolve the problems such as writing abilities, the students’ motivation and involvement in writing.

3. Process validity

This criterion is related to the questions about the process of conducting the research. In achieving this validity, the researcher observed the classroom activities, made field notes during the lessons, interviewed students and the teacher, and also discussed with the school headmaster regarding the schedule of the research that was conducted by the researcher.

4. Catalic validity

This criterion is related to the extent that the research can make the research participant to relate the results with the reality. It was reported that after the implementation of the peer feedback technique in writing descriptive texts, the students became more open-minded in accepting or respecting others' view or comment toward their works.

5. Dialogic validity

This criterion paralleled the process of peer review. In achieving this criterion, the researcher asked the teacher and collaborator to observe and report the reaction of the students in the process of teaching and learning.

Furthermore, in order to make the reliable data, there are four techniques of triangulation suggested by Burns (1999:163). Yet, the researcher used only three of them. They are:

1. Time triangulation

The research data were collected at one point in time or over period of time to get a sense of what were involved in the processes of the changes. In this research, the researcher collected the data at one point in time with six meetings of writing lesson. Then, he compared and analyzed the data to develop the research questions.

2. Investigator triangulation

More than one observer was involved in the same research setting. This criterion was used to avoid observers being biased. Besides that, this criterion was also used to provide checks on the reliability of the observation. In this research, the researcher was assisted by a collaborator in handling several activities and observing the teaching-learning process.

3. Theoretical triangulation

The data were analyzed from more than one perspective. In this research, the researcher was helped by a collaborator in analyzing the collected data.

CHAPTER IV

Research findings and discussion

This chapter presents the process, the results, and the interpretation of the finding of the research. The research was conducted in two cycles; Cycle I and Cycle II. Each cycle consists of planning, action and observation, and also reflection.

A. Identification of the problems

To identify the problems in the teaching learning process in SMP N 1 Mlati, the researcher conducted an observation. The observation was conducted on Monday 6 May 2013. The observation result is in the form of field notes. The field notes below shows the process of teaching and learning in SMP N 1 Mlati. Besides that, it also reflects the students' behavior toward the writing ability. The field note is presented below.

When the bell rang, the teacher did not come to the class yet. She was still preparing the material for the upcoming class. Two students came to the teachers' office to pick their teacher up. Then, they three went along to the class. When the teacher entered the class, all the students were standing up and greeting their teacher with: "good morning teacher". And the teacher responded with: "good morning students".

After that, she then greeted students with: "how are you today?". And the students responded with: "I am fine. Thank you. And you?". "I'm fine too. Thank you" responded the teacher. Then the teacher apologized to the students that she has come late to the class. She explained why she came to the class late. The teacher said "I am sorry for coming late, ada yang harus saya kerjakan dulu". "no problem Ma'am, hehe. Ga papa" responded some of the students.

The teacher explained the students why the researcher and the collaborator

joined the class. “okay. So Mr Agus and Ms Wati, masih mau penelitian disini. Jadi mereka mau mengamati kalian belajar hari ini.” Some of the students greeted the researcher and the collaborator. They had already known the researcher and the collaborator since the researcher and the collaborator had internship (KKN/PPL) in this school months ago, and they learned English together that time.

After that, the teacher started to explain what they would learn that day. The teacher said that they were going to learn to write. Then the teacher asked the students to make a group of four and handed them with an envelope for each group. The envelope was contained with jumbled words. And the students were asked to rearrange the words into a correct sentence and wrote it on the board. The students, then, did a little discussion with their group and some of them were just talking and waiting the others to finish the task. And when it came for the students to write down their works, some of the group made common mistakes.

Then, the teacher asked the students to check their work together. And the teacher also gave further explanation about the material. After giving explanation, the teacher gave another exercise to the students. This time, the students were asked to do the exercise in pair. Hence, some of the students, then, discussed with their partner to finish the exercise. Similar to the first exercise, some of the students were not focused on doing the exercise. They preferred to chat or walking to their friends. Hence, the teacher asked them to sit down and start doing the exercise. When they were asked to sit down and do the exercise, they said that they didn’t know what to do. Hence, the researcher guided them in doing the exercise.

The researcher and the collaborator helped the teacher in monitoring the class activities. Some of the students were so active that they asked many questions regarding to the activities. The researcher walked from one group to another to answer some question.

After that, the teacher asked some of the students to write their work down on the whiteboard. The teacher picked the students from each pair randomly and the chosen students wrote their work on the whiteboard. After that, the teacher together with the students checked the answers on the whiteboard. The teacher not only checked the answer but also gave further explanation regarding the material.

When it was ten minutes left for the teaching-learning process, the teacher summed up the materials that had been given by asking some question to the students. After that, the teacher gave some homework that should be submitted in next meeting. After that, the teacher closed the class.

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From the field notes above, the students were good enough in doing simple writing tasks. Although there were still some students who did not know what the

instruction was, they seemed to enjoy the writing activities, especially the girls. Yet, most of the students did the common mistakes such as incorrect spelling and wrong sentence construction.

Hence, in order to conduct the research to improve the students' ability in writing descriptive text, the researcher did an interview with the teacher. The interview was meant to find out the further problem and hindrance that the students faced during the teaching –learning process.

From the interview transcript with the English teacher, there are several problems related to the students' writing ability. The problems can be divided into three. They are the problems related to the grammar, vocabulary, and generating ideas.

1) Problem related to grammar

Based on the interview with the English teacher, there is a problem related to the use of grammar by the students. It can be seen in the interview transcript below.

R : *Bu kalau selama ini kesulitan anak-anak dalam menulis apa bu?*

(So Mam, what is the common problem that the students face in writing?)

ET : *ya klasik mas, masih cara tulisnya apalagi spellingnya mas. Penggunaan to be aja masih belum lancar juga.*

(Well it is so common that the students still find difficulties in the way of writing such as the spelling. Besides that, they still find difficulties in using to be.)

R : *Berarti itu lebih ke masalah grammarnya ya Mam?*

(So the problem is the grammar, isn't it Mam?)

ET : *Iya mas. Anak-anak masih kesulitan dalam membuat atau menyusun kalimat yang benar.*

(Yes right. The students still find difficulties in making or arranging the correct structure of sentences.)

Interview transcript 1

From the transcript, it can be seen that the students mostly find difficulties in making grammatically correct sentences. Besides that, according to the result of the questionnaire, from 31 students, 27 students said that they had problem with grammar such as the use of to be, verbs, and adjectives.

2) Problem related to the vocabulary

The second problem that hinders the students' progress is related to the vocabulary. It can be seen in the interview transcript.

R : *Jadi kalau masalah dalam menulisnya tadi ada tentang grammar, spelling, dan mencari ide ya bu? Kalau vocabulary nya gimana bu?*

(So I can conclude that the main problems are grammar, spelling, and generating ideas. Is that right Mam? What about the vocabulary Mam?)

ET : *Kalau masalah vocabulary, mereka memang masih minim kosakatanya mas. Jadi harus diberi beberapa kosakata baru biar nambah vocabulary mereka*

(They still have limited vocabulary. So they have to be given new words in order to improve their vocabulary)

Interview transcript 1

From the interview transcript, it can be inferred that the students mostly have limited vocabulary. Moreover, the result of the questionnaire showed that from 31 students, 25 students said that they had problem with vocabulary and spelling. Whereas, in order to produce good writing, the students have to master various vocabulary regarding to their level as junior high school. They need to be exposed to new vocabularies which are in line with their English level mastery. Hence, the researcher had to try to find technique in order to solve this problem.

3) Problem related to generating ideas

The third problem found is related to the ability of the students to generate their ideas. This can be seen from the interview transcript.

R : *Kalau masalah pencarian ide menulis gimana bu? Apa ada masalah?*

(What about generating ideas? Is there any problem about that?)

ET : *Kalau masalah pencarian ide anak-anak masih belum terlalu lancar mas. Mereka kadang masih bingung dan cuma nyontoh temen-temennya.. Baru beberapa anak yang kadang udah bisa nyari ide dikit-dikit. Tapi kebanyakan masih harus dituntun.*

(Well that is the problem. The students are still not good enough in generating ideas. Sometimes they are confused and then they just copy from his friends' work. There are just several students who can look for idea though it's just a bit. Most of them need to be guided.)

Interview transcript 1

From the interview transcript, it can be seen that mostly the students still find difficulties in generating ideas. They are used to copying their friends' work. They are still not good enough in generating their own ideas and make them written. Furthermore, according to the result of the questionnaire, from 31 students, 20 students said that they had problem with generating ideas that they found it difficult to think what they want to write.

Furthermore, the interview with a student of class VII D also reflected the same way.

- R** : *Cuma mau tanya-tanya kok bay. Kamu suka pelajaran bahasa inggris ga Bay?*
(I Just want to ask several questions. Do you like English?)
- S** : *Suka mas. Tapi ga pinter aku bahasa inggris e.*
(Yes I do. But I am not good enough at it)
- R** : *Kalau pas disuruh nulis dalam bahasa inggris kesulitanmu apa Bay?*
(So, what is your difficulty in writing?)
- S** : *Ga tau artine mas. Terus masih sering bingung apa itu to be nya juga.*
(I do not know the meanings. Besides that, I am still confused with the use of To be)

Interview transcript 2

From the interview transcript above, it can be seen that the students in line with the English teacher that they have interest in English. However, they still found difficulties in terms of vocabulary and grammar.

Besides that, the researcher also used pre-test in order to find out the students' writing ability. The pre-test was conducted on May 10th, 2013. The pre-test was

aimed to find out not only the students' writing ability but also the problem that the students faced in learning writing.

For the pre-test, the students were asked to make a descriptive text about their house. Since it is a pre-test, there was no previous treatment or material given to the students related to the teaching-learning writing.

The students' pre-test mean score will be presented below.

Table 2: The students' pre-test scores in aspects of writing

Aspect of Writing	Content	Organization	Vocabulary	Language use	Mechanic
Mean Values	18.02	11.4	11.05	11.2	3.22
Total Mean Value = 54.83					

By using writing scoring rubric suggested by Jacob, et.al (1981) in Weigle (2002:116), it can be seen that the students' scores vary from fair to poor. Only few students got good scores. They were still in fair level regarding the content of writing. It shows that they lacked ideas in writing. In other words, they could not generate their ideas well. They also had poor level of organization. It means that they still found difficulties in organizing sentences, making logical sequence of sentences. From the vocabulary use, they scored averagely 11.05, which means they are in poor level. They made mistakes varying from wrong spelling, inappropriate diction and so on.

From the language use, they scored 11.22 in average which means they were in poor level of using language in writing. They still found difficulties in sentence

agreement, tense, etc. Moreover, from the mechanic aspect of writing, they were still in poor level. Hence, it can be concluded that the students still have fair to poor writing ability.

From the findings above, it can be concluded that there are three main problems that the student encountered related to their writing ability. The problems are:

1. The students found difficulties in generating ideas in writing.
2. The students had poor level of vocabulary mastery.
3. The students found difficulties in using correct grammar in making sentences, organizing sentence, and using correct spelling.

In order to solve the problems above, the researcher held a discussion with the collaborator. The discussion was held to decide what techniques and activities can be used to solve the problems above. The techniques and activities discussed were also aimed to improve the students' writing ability. The problems and the solution as the result of the discussion can be seen in the table below.

Table 3: problems and solution

No	Problems Selected	The Techniques or Solutions	The Function
1	Generating ideas	<ul style="list-style-type: none"> • Text identification • Pre-writing 	To help the students generate t a (Continued)

2	Vocabulary	<ul style="list-style-type: none"> • Pre-writing • Listing things to write 	To let the students get various and contextual vocabulary.
3	Grammar, spelling,	<ul style="list-style-type: none"> • Peer feedback activities 	<ul style="list-style-type: none"> • To evaluate the students' writing product. • To help the students in revising their draft.

B. Report on Cycle I

1. Planning

As it is stated in the previous, there are several problems related to the students' writing abilities. They are:

- 1) Generating ideas
- 2) Vocabulary
- 3) Grammar and spelling

Hence, the researcher used peer-feedback activities in order to solve the problems above. Besides that, the peer-feedback activities were also expected to improve the students' writing abilities.

This technique was supported by the English teacher. It can be seen from the interview transcript below.

R : *Bu, untuk penelitiannya saya mau memakai metode peer feedback bu. Jadi anak-anak nanti mendapat dan menerima feedback atau tanggapan terhadap hasil tulisan mereka oleh teman-temannya bu.*

(Mam, for the research, I would like to use the peer-feedback method. So, the students will learn how to give and get feedback from their peers)

ET : *Bagus sih mas, tapi kira-kira nanti agak berat tidak buat anak-anak memberi tanggapannya?*

(That is good. But, wouldn't it be a bit difficult for them?)

R : *Ada guideline nya bu, dan nanti juga mereka memberi tanggapannya dalam kelompok bu, jadi semoga mereka bias sharing pas ngasih tanggapan buat temannya.*

(There will be some guide lines for the feedback, Mam. And they will also work in a group so that they can share with their friends)

R : *Nanti metode peer feedback ini kan masuk kedalam step menulis bu. Dibagian revisi nya. Mudah-mudahan bisa berhasil ya bu.*

(This method will be included in the writing step Mam, In the revising step. Hope it can solve the problem and improve the students' writing abilitis.)

ET : *Ya mas. Bagus kalau seperti itu mas. Semoga nanti ini bisa membantu anak-anak dalam belajar menulis. Nanti Insya Allah saya siap membantu.*

(Alright. It would be good then. I hope so. And I'm ready to help, Insya Allah.

Interview transcript 1

In the planning section, the researcher decided to use the techniques and activities which had been discussed before. From the discussion, the researcher decided to use several techniques and activities. The activities were Text identification, Pre-writing, and Peer-feedback activities.

1) Text identification

The first main activity for the students was text identification. This activity was aimed to build the students' background knowledge about the descriptive text. The students would be exposed to several descriptive texts in certain topics. The students were expected to know what the descriptive text is, what feature it has and what tense it uses. And then after the students got exposed to the texts, the activity would be followed by several exercises to strengthen the students' knowledge of descriptive text.

2) Pre-writing

Pre-writing was used as the first step for the students before making draft. In this section, the students were expected not only to generate their ideas but also to strengthen their vocabulary mastery. It is because in this section, the students were allowed to find any vocabulary related to the topic given. Hence, this section was aimed to improve their vocabulary mastery.

3) Peer-feedback activities

In this section, the students were expected to give or reflect their ideas, suggestions, opinion, toward their friends' work. They would also get

feedback from their friends. Hence, these activities were expected to help the students in order to revise their draft.

The treatments to improve the writing abilities of the students of class VII D were done in two cycles. Each cycle was done in three meetings. In the first meeting, the researcher would focus on guiding the students to identify the texts. In the second meeting, the researcher planned to have the students make their own list and draft. And then, in the third meeting, the teaching-learning process would be focused on peer-feedback activities. After planning the techniques and the activities, the researcher took the action to implement the plans.

2. Action and observation

The activities above were implemented in three meetings. It was formerly planned for two meetings. Yet, the time was not sufficient that the researcher had to make it into three meetings. The researcher was the action taker while the collaborator and the teacher were the observers.

1) First meeting

The first meeting was conducted on May 13th, 2013. The researcher expected to implement the plans. As it is stated in the previous, this meeting was focused to allow the students identify the texts. Hence, the researcher used this meeting to build the students' background of knowledge of descriptive texts.

a. Text identification

First, the researcher opened the class by greeting them. Besides that, the teacher also called the roll to make sure everyone was ready to learn. After opening the class, the researcher, asked several questions to the students. The questions were related to their school. It was used to stimulate the students' mind and introduce the topic they would learn. Then it was followed by explanation and presentation from the researcher.

The first activity in the first meeting can be seen from the field note excerpt below.

First, the researcher showed a descriptive text through LCD. It was used to build the students' background of knowledge. The researcher asked the students to identify the text based on the characteristic, generic structure, and tense which are used in descriptive text.

After that, the researcher gave explanation about the simple present tense. The researcher explained to the students what simple present tense is, how it is formed, and what the function of this tense. Since the topic of the texts was about the school, the researcher gave explanation about sentences using several prepositions. The researcher gave several prepositions that can be used in the sentences. Then, the researcher gave several examples on the whiteboard. Mostly, the students already knew about this simple present tense. Yet, there were still some students who still found it difficult in making a sentence in simple present tense.

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After giving the explanation, the researcher showed several descriptive texts to the students. Besides giving the example of what

descriptive texts look like, the researcher also asked the students to identify the texts together. Hence, the students know what features descriptive texts have.

After that, the researcher explained about simple present tense and the use of the preposition in descriptive texts. The students mostly had got the explanation from the English teacher. But, since most of them were still confused with the tense and the preposition, the researcher explained to them about the tense and the preposition. Then, it was followed by several simple exercises to check the students' ability in using the tense and the preposition. By learning the things above, the students were expected to understand more about the features of the descriptive text.

b. Re-arranging paragraphs

After doing exercises related to simple present tense, the researcher continued the activities. The next activities were rearranging the paragraphs and completing blank paragraphs. The description of the rearranging paragraph activity can be seen from the field notes below.

After it seemed enough for the simple present tense, the researcher gave the first exercise to the students. The students' first activity was to re-arrange the paragraph into a correct order regarding the generic structure of the descriptive text. The researcher walked from one chair to another to check the students' work. Some of the

students found difficulties in re-arranging the paragraph. Mister, paragraph yang duluan yang mana (Mister, which is the first paragraph)? asked the students. The first paragraph is the introduction, coba paragraph introduction nya yang mana (so, which is the introduction)? answered the researcher. The researcher tried to stimulate the students by asking such question. This? Yang ini bukan Mister (is this the introduction)? asked the student. Nope, introduction itu tentang pengenalan tokoh, benda, or places yang mau dideskripsikan (introduction is to introduce person, things, or places which are going to be described). So, which one? asked the researcher. oh berarti yang My school is Islamic Junior ini Mister (oh so is it 'My school is Islamic Junior Mister)? asked the student. Yes, that's right. Good job answered the researcher.

Overall, almost all the students didn't find any difficulties in re-arranging the paragraph. Yet, there were still some students who found it a bit difficult. The researcher helped the students by giving guidance to the students who still found difficulties in doing the activity.

After that, the researcher showed the right paragraphs order so the students could know the right answer, in this case, the correct paragraphs order.

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In the rearranging paragraph activity, the researcher's main focus was that the students could understand the generic structure of the texts. The students were expected to know that the introduction paragraph is in the first order, and then followed by the supporting paragraph orderly. This activity was also expected to help the students to understand how to organize their ideas and make them into logical order when they are expressed. In other words, this activity was aimed to solve the students' writing problem related to their organization aspect of writing.

c. Completing the blank paragraphs

After doing the rearranging activity, the researcher led the students to do the next activity. The next activity was completing blank paragraph. In this activity, the students were asked to complete the blank paragraph with the suitable words given in the box.

The description of the completing paragraph activity can be seen in the field note excerpt below.

After that, the researcher gave the next exercise. In this section, the students were asked to complete the blank paragraph with the suitable words provided in the box. Similar to the first exercise, the researcher guided and supervised the students in doing the exercise. Since this exercise was a bit harder, the researcher gave more time to the students to do the exercise. Hence, the researcher could give more guidance and assistance.

Mister, yang number two ga bisa (I can't do the number two) said the student. just try, coba dilihat konteksnya dalam kalimat yang belakang (look at the context of the sentences). Ada kalimat apa (what is there)? asked the researcher. ada tulisan: In kecamatan Sukorambi said the student. so how, kira-kira itu menunjukkan apa (so, what does it refer)? asked the researcher. alamatnya mungkin Mister answered the student. jadi mana yang tepat? asked the researcher. yang located bukan Mister? asked the student. Nah, good. That's the answer said the researcher. Thank you Mister said the student. You're welcome responded the researcher.

After all the students had finished, the researcher asked the students to check their work together. Hence, all the students knew the right answers and they could learn from them. After that, the researcher explained to the students that the writing section would be begun.

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From the excerpt above, the students mostly did not find any difficulty in doing the activity. Only few students needed to be given extra guidance so that they could follow their friends. However, there was no serious problem in this activity. And the students were expected to learn from this activity.

The main purpose of this activity was that the students could learn how the correct sentences are made. From this activity, the students were expected to learn about agreement or concord in English sentence construction. This was because the students had to find the right choice in filling the blank paragraph and agreement was one of the issues.

From the vignette excerpts, it can be seen that overall the teaching and learning process was conducted well enough. There were several activities and explanation in the first meeting. They are texts identification, and several simple writing activities such as rearranging paragraph and completing paragraph. Those activities were aimed not only to enhance the students' background of knowledge regarding descriptive text but also to prepare the students before doing their own writing.

Besides that, from the field note excerpts above, it can be seen that the students were mostly active in learning. There were many students who asked the researcher for guidance. They also asked

questions related to their writing. And it can be concluded that the students were excited with the activities.

Furthermore, the researcher also interviewed the students and the English teacher to find out their opinion on the first meeting in Cycle I. Here are the results of the interview with the student and the English teacher.

- R : *Hasna, tadi gimana pelajarannya? Gampang kan?*
(Hasna, so how were the exercises today? Were they easy to do?)
- S : *Kalau pas ngurutin paragrafnya sih gampang Mas. Yang paragraf yang satunya tadi lho angel e.*
(The rearranging the paragraph was easy. But, the other one was a bit difficult.)

Interview transcript 3

- R : *Bu, kalau exercise yang pas mereka mengurutkan paragraph bagaimana bu?*
(Mam, what about the rearranging paragraphs exercise?)
- ET : *Itu bagus lho mas. Iya bagus. Soalnya kan itu bisa membantu anak-anak dalam mengerti teks descriptive nya. Jadi mereka bisa tahu urutan yang pas dan benar itu pas mendeskripsikan itu seperti apa.*
(That was good. Indeed. It can help the students to understand the descriptive texts. Hence, they know the right order of the generic structure of the descriptive texts when they write them.)
- R : *Jadi ada manfaatnya kan Bu? Terus yang kegiatan selanjutnya tadi bagaimana bu?*

(So it can benefit the students, can't it Mam? What about the next activity Mam?)

ET :*Iya mas. Yang pas mengisi paragraf rumpang tadi kan mas? Itu pas banget tadi mas. Anak-anak bisa belajar grammar juga kan dari sana. Apalagi tadi juga Mas Agus sudah memberi materi tentang grammar kan, jadi bisa langsung mereka praktekan.*

(Yes it can. The incomplete paragraph, is it? It was appropriate. The students could learn grammar from the activity. Moreover, you had given the explanation about the grammar. Hence, the students could practice their grammar.)

Interview transcript 5

Both the student and the English teacher gave positive comment toward the activities in the first meeting. Moreover, the teacher said that the activities could give benefits to the students in learning writing.

2) Second meeting

In order to continue the process of teaching-learning writing to the students of class VII D SMP N 1 Mlati, the second meeting was focused to generate the students' ideas. The first meeting was run well enough in order to solve the students' problem related to their background of knowledge and grammar.

The second meeting was focused to improve the students' ability in generating their ideas in writing. It was because the students mostly lacked ability in generating ideas. They sometimes didn't know

what to write and how to write. Hence, this meeting would contain several activities that were expected to stimulate the students to generate their ideas to write.

In this meeting there were several activities. The first was listing activity. The second was making sentences from the first task. And the last activity in this meeting was draft making activity. Those activities were expected to help the students improve their writing ability.

a. Generating ideas

After greeting the students and opening the class, the researcher gave explanation about what the students would learn that day. Since the first meeting was still related to the second meeting, the researcher asked several questions regarding the previous meeting. It was aimed to re-engage the students to the learning topic and materials.

After giving big pictures of what the students' activity would be, the researcher started the first activity. The first activity was the listing activity. In this activity, the students were asked to list anything related to their school that they could use when they made the draft later on.

The description of the first activity can be seen from the excerpt below.

Alright students, kita masih akan melanjutkan belajar writing hari ini (we will continue learning writing today). Do you still remember what we had learnt last meeting? Masih ingat ga kemaren belajar apa? asked the researcher. Some of the students answered descriptive text Mister. Yes, right. Today, kalian akan belajar cara mendeskripsikan sekolah kalian dalam tulisan (today, you are going to learn to describe your school in writing).

After explaining what they were going to learn that day, the researcher gave the first exercise. The researcher gave a piece of paper to each student. In this section, the students were asked to list the facilities, things, or places in their school in the paper given to them.

In doing this exercise the students were allowed to use dictionary. The first exercise was a bit easy, yet the students still needed to be guided. This exercise was individual exercise but the students were allowed to share and ask their friends. This exercise was used to generate the students' ideas about what they would write on the next exercise. They could use this list to make a draft later on.

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From the excerpt, it can be seen that the listing activity was quite similar to pre-writing activity. This activity allowed the students to collect their ideas and write them down. Hence, the students had their ideas in written form. Furthermore, it can be concluded that this activity can be used to solve the students' problems related to generating ideas.

After listing activity, the researcher asked the students to do the next activity. The next activity was still related to the first activity.

In the next activity, the students were asked to make several sentences with the data from the shortlist in the previous activity.

This activity was also aimed to check the students' progress in making simple present tense sentences. It was because in the previous meeting, the students had been taught how to make simple present tense sentences. Besides that, this activity could prepare the students to write sentences in order to make paragraph on their draft later on.

Some of the students still found difficulties in making sentences. Hence, the researcher had to guide the students in doing the exercise. The researcher had to walk from one table to another to help and also supervise the students work. In guiding the students, the researcher did not give direct guidance. He asked several question to stimulate the students and lead them find their way to find the answers.

b. Draft making

After doing the second activity, then the students were asked to do the third activity. In the third activity, the students were asked to make a draft about describing their school. The description of the third activity can be seen on the field note excerpt below.

After that, it came for the students to make their draft of describing their school. In this section, the researcher asked the students to use the data and some sentences that the students had made in the previous. The researcher then gave a piece of paper to each
--

student to make a draft. Then the researcher asked the students to start writing.

This section was the longer session that the researcher had to give more guidance and assistance to the students. The researcher had to walk from one chair to another to answer the students' question. Some of the students, especially the girl, didn't find serious problem in making the draft. Some of the boys were difficult to start writing. Hence the researcher gave guidance to them.

coba Dang, paragraph pertama itu tentang apa biasanya? (What is paragraph 1 usually about?) asked the researcher. Intro bukan Mister? (Is it introduction?) answered the student. So, harus dijelaskan dulu kan kamu sekolahnya dimana, alamatnya dimana. (So, you have to introduce your school first, where you study, and your school address) said the researcher.

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The third activity was a bit difficult for the students. Hence, the researcher had to guide them in doing the activity. This activity took long time to do. Yet, the students were excited with the activity.

In this activity, the students could learn how to make a simple draft. The draft was about their school description. Besides that, this activity was also aimed to check the students' progress. After being exposed to the descriptive texts, doing exercises related to descriptive texts, and doing pre-writing activity such as listing activity, the students were expected to be able to make a simple draft describing their school. And as a result, the students mostly were able to make the first draft.

After the implementation of the activities in the second meeting, the researcher interviewed the students and the English

teacher in order to find out their opinion on the second meeting activities. Here are the results of the interview.

R :*Tadi gimana bikin draftnya Dan? Bisa kan?*

(How was your draft making?)

S :*Lumayan bisa Mas. Cuma kadang tu bingung yang mau ditulis apa Mas.*

(It was quite easy to handle. But sometimes I am still confused about what I should write.)

R :*lhoh tadi kan udah nyatet ide yang mau ditulis dulu kan Dan?*

(You wrote your ideas first, didn't you?)

S :*Iya Mas. Kebantu sama listnya tadi Mas. Tapi masih bingung.*

(I did. It was really helping me. But, I am still confused sometimes.)

Interview transcript 6

R :*Tadi bagaimana Bu pas kegiatan pencarian ide nya?*

(How was the generating ideas activity Mam?)

ET :*Sudah bagus Mas. Tapi sepertinya tadi kelamaan ya Mas kegiatannya.*

(It was good. But, it took too long for the activity.)

R :*Iya sih Bu. Tadi meng-handle anak-anaknya agak kesusahan. Banyak yang tanya dan minta bantuan Bu. Tadi juga nyuruh anak-anak buat fokus juga agak susah Bu.*

(Yes it did. It was a bit difficult to handle the students. Many students asked for help. Moreover, it was a bit difficult to keep them focus on the activity Mam.)

ET :Tetapi bagus kan Mas. Mereka banyak nanya karena antusias berarti Mas.

(But it was good after all. They asked too much because they were so enthusiastic with the activity.)

Interview transcript 7

The second meeting had run well. It can be seen from the field note and the results of the interview with the student and the teacher. From the field note, it can be seen that the teaching and learning process had been conducted according to the plan. The students had progressed from doing simple writing activities to the next level of writing activities which were pre-writing and draft making activities. From the results of the interview with the student and the teacher, it can be seen that the student and the teacher gave positive comment toward the activities. The listing activity succeeded in helping the students to generate their ideas to write. Meanwhile, the making draft activity was aimed to let the students write a simple descriptive text about the topic given. Since it was still draft, it needed to be revised. The revision would be done in the next meeting using peer-feedback activity.

3) Third meeting

The third meeting was conducted on May 17th 2013. This is the last meeting in Cycle I. As it was planned, in this meeting, the students

would learn how to give and to receive feedback from their friends. The feedback was expected to help the students in revising their draft and make it into a final draft.

This meeting was opened by greeting from the researcher. And then it was followed by calling the students' roll. After that, to re-engage the students to the previous activity, the researcher asked several questions to the students. The questions were related to the previous meeting, what they had done, and also how they felt about the previous activities.

a. Peer feedback activity

After that, the researcher gave explanation about what the students were going to do in this meeting. Since the meeting was about doing peer-feedback activity, the researcher gave explanation about what peer-feedback is and what the students should do in the activities. The description of the explanation is presented below.

First, the researcher gave explanation about what feedback is. The researcher told the students that feedback could not only come from their teacher but also from their peer. Hence, the researcher added that the students can obviously learn from the others.

After giving explanation, the researcher gave some exercise to warm up and build their background knowledge on giving feedback. The researcher gave exercise which had to be done individually but they could discuss with their friends. In this session, the students were given a piece of paper contained several sentences. The students were to find and identify whether the sentences were right or wrong. If the sentence was wrong, the students were asked to revise it. Some students were still confused and had no idea what they had to do.

Hence, the researcher gave guidance and assistance to the students. Besides to help the students to do the exercise, the guidance and assistance could also strengthen the students' concept on feedback.

After all the students had finished doing the exercise, the researcher took a minute to check the students' work. The researcher used the LCD so that everyone could follow and know whether his or her work was right or wrong. After that, the researcher told the students that they would do peer-feedback activities. Once again, the researcher gave some explanation about peer-feedback and what they would do during the activities.

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From the excerpt above, it can be seen that first, the researcher gave the explanation about peer-feedback. And then it was followed by a simple exercise. In the exercise, the students were given several sentences. The students had to identify whether the sentences were correct or wrong. Then, the students had to revise the incorrect sentence.

After the student did the exercise, the researcher showed the correct answer to the students through the LCD so that every student could see. And then, the researcher for once again gave an explanation about peer-feedback activity that the students would do next.

After that, the peer-feedback activity was started. The researcher gave back the draft to the students randomly. The researcher made sure that there was no student who got his or her own draft. And then, the researcher gave the peer-feedback checklist to the

students. This checklist was used as the guidelines for the students in doing peer-feedback activity.

The description of peer-feedback activity can be seen in the excerpt below.

After giving the explanation, the researcher gave several pieces of paper to each student. They were the feedback checklist that would be used in the activities. After that, the researcher divided the class into several groups. Each group consisted of 4 students. The students, then, were given a draft that had been written by their friends in the previous meeting, each student got one draft. Then, the students were asked to check their friend's work first to find some mistake such as incorrect spelling, grammar, etc. and fill the feedback checklist. After that, the students were asked to give written opinion and suggestion to their friend's work. Besides that, since they work in a group though they had a draft for each of them, they might ask for help to their friends in the group.

In doing these activities, many students were still confused and the researcher had to come to one group and then walk to the other group. There was one group that did nothing, and the researcher had to give extra attention to this group. lhoh kok malah diem aja (why are you not working), come on do the exercise asked the researcher. bingung Mister, belum tahu harus ngapain (I'm confused Mister. Don't know what to do) answered the student. kan tadi udah dikasih penjelasan Mad (I have given you the explanation, right?), okay, coba sekarang kalian perhatikan masing-masing draft yang sudah kalian dapat (Now, take a look at the draft you get). Ganish dapet punya siapa (whose draft do you get Ganish)? asked the researcher. punyane Astrid Pak (It's Astrid's draft Sir) answered the student. nah, coba sekarang kalian perhatikan satu persatu kalimatnya, ada yang salah ga? (Then, you idenetify the sentences one by one to find if there is mistake) Kalau ada nanti digaris bawah ya, biar temen kalian tahu mana yang kalian koreksi (If there is a mistake, underline it so your friend know which one you have corrected) said the researcher. after that, you have to fill this checklist, kalian harus ngisi checklist ini, dicentang saja. Okay? Nanti Mister kesini lagi (I'll be back). Just try first added the researcher.

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The researcher had to give extra guidance to the students since this activity was new to them. From the excerpt above, it can be seen that the researcher divided the students into groups to help the students to share with their friends in the group. Then, it was expected that the activity was not too hard for them.

The peer-feedback activities were divided into two. The first activity, the students were asked to identify their friend's draft to find whether there was incorrect sentence or other mistakes. Then the students had to give suggestion, comment, and opinion toward their friend's draft.

b. Revising draft

After that, the peer-feedback checklist and the drafts were given back to their owners. Then, the students had to revise their draft. In revising the draft, the students were told to consider the feedback that had been given by their friends to them. The researcher also guided the students in revising the draft. The researcher, as usual, did the indirect guidance by giving questions. It was aimed to lead the students to find their answers by themselves.

After all the students had finished the draft, the researcher asked the students to submit them. After that, the researcher gave credits to their students for their work and concluded the activities that had been done that day before closing the class.

In conclusion, the third meeting was conducted according to the plan. Although the activities were new to the students, they seemed to enjoy the activity. There were two main activities in the third meeting. They are sentence correction and peer-feedback activity. The first one was employed to build the students' background of the next activity.

The second activity, that is peer-feedback activity, was conducted pretty well. Although, the students still needed guidance from the researcher, they mostly enjoyed the activity. They asked many questions regarding the task and it showed that they really want to do their best. Besides that, the students were interested in working in group. They could ask, share, and discuss their work together with their friends in the group.

The following picture indicates the students' participation.



Figure 2: The students enjoy the activity in group

Besides that, the students were able to give feedback to their friends. It can be seen from a written feedback below.

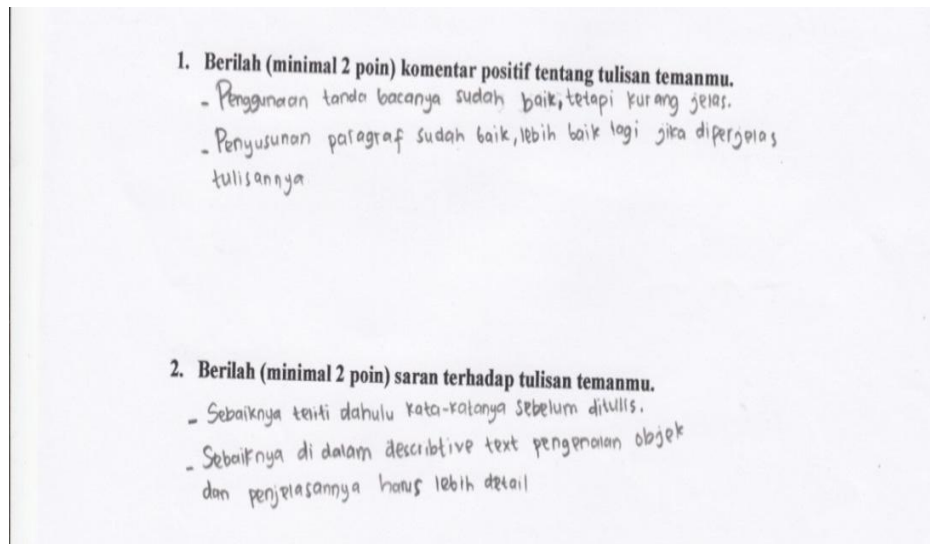


Figure 3: One of the tudents' feedback (comment and

The feedback was expected to help the students in revising their draft and making it into final draft. And the example of the students' final draft in Cycle I can be seen below.

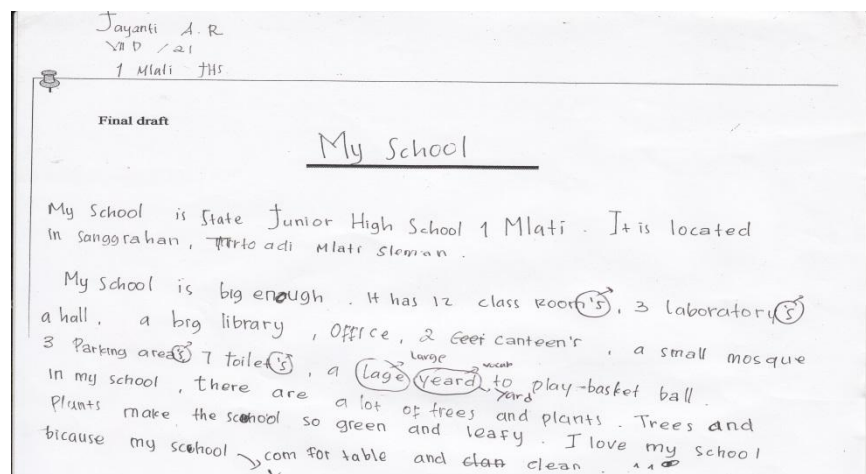


Figure 4: One of the students' final drafts in Cycle I

From the result of the students' writing in Cycle I, it can be seen that there are some improvements in students' writing ability. Compared to the pre-test results, the students' writing results in Cycle I showed that they had improved. For example, they had improved their ability in the aspect of vocabulary, text organization, and the ideas were quite well organized in the first meeting activities and it helped them in writing draft and revising them.

3. Reflection

In this cycle, the researcher used several activities in order to improve the students' writing ability. The activities were text identification, listing activity, and peer-feedback activity. After conducting teaching-learning process in Cycle I, the researcher concluded that the students had made some improvements in writing. It can be seen from the students' scores in which some aspects of writing improved significantly.

After conducting the Cycle I, the researcher, the collaborator, and the English teacher held a discussion. The discussion was related to the implementation of the cycle one. Besides that, the discussion was also aimed to have reflection on the Cycle I that had been done. Moreover, the discussion was conducted in order to fulfill the democratic and dialogic validity.

From the discussion, it can be concluded that the activities done in Cycle I were good enough to improve the students' writing ability. It can be seen from the teacher's and collaborator's statement below.

Teacher's statement toward the activities in Cycle I

R : *Bu, menurut Ibu tadi gimana aktifitas di Cycle I bu?*

(Mam, what do you think of the activities in Cycle I)

ET : *Bagus mas, tapi memang harus lebih extra membimbing anak-anak ya mas.*

(They were good enough. But the students need more guidance, don't they?)

R : *iya bu, kan anak-anak belum terlalu terbiasa dengan metode ini bu. Terus kalau kegiatan belajarnya tadi bagaimana bu?*

(Actually Mam, they were not used to this method Mam. And what about the teaching-learning process Mam?)

ET : *Sudah cukup bagus proses writing nya mas. Tapi kemaren ada beberapa exercise yang terlalu lama mas. Jadi anak-anak kadang kehabisan waktu. Dibuat lebih simple saja mas*

(So far so good. But some exercises in the previous meeting were taking too much time. The students were out of time doing the exercise. Make it simple.)

R : *Iya bu. Soalnya tadi pas generating ideas bu. Agak keteteran pas membimbing anak-anak tadi. Soalnya kan mereka punya ideas masing-masing bu.*

(Yes Mam, the generating ideas exercise took much time since each of them had their own ideas and I had to guide them.)

Interview transcript 9

It can be seen that the English teacher gave positive feedback toward the activities in cycle I. the teacher agreed that the activities were proper and useful to improve the students' writing ability.

Furthermore, the English teacher added some statements toward the peer-feedback activity.

R : *Kalau menurut ibu, peer-feedback tadi bisa membantu anak-anak dalam menulis tidak bu?*

(What do you think about peer-feedback activity? Does it help the students in writing?)

ET : *Bisa mas. Metodenya bisa digunakan. Pas revisi kan mereka bisa mengambil saran dari teman-temannya mas. Membuat mereka lebih terbuka lagi.*

(It is good that the method works. So the students can revise their draft helped by feedback and suggestion from their friends)

R : *kalau tentang interaksi anak-anak saat KBM gimana?*

(What about the students' interaction during the teaching and learning process?)

ET : *Tadi anak-anak juga aktif tanya-tanya kan mas. Mereka excited sepertinya mas. Apalagi tadi pakai LCD kan mas. Mereka memang suka kalau pelajarannya pakai LCD.*

(They were so active in asking several questions. They were excited. Moreover, you used LCD. They like learning using LCD as the media)

R : *Jadi kalau masalah media dan interaksinya tidak masalah ya Bu.*

(So there is no problem with the media and the students' interaction, isn't it?)

ET : *Tidak mas. Sudah bagus tadi mas.*

(No. it was really good)

Interview transcript 9

From the transcript above, it can be seen that the peer-feedback activity could help the students in writing. It can help the students in revising their draft. It is because the peer-feedback activity allows the students to get suggestion from their friends regarding the draft. Hence, the students can use the suggestion, feedback, and correction to revise their draft and make it into final draft.

Furthermore, the collaborator also gave several statements toward the activities done in Cycle I. The interview with the collaborator regarding the Cycle I can be seen from the transcript below.

R : *Gimana tadi wat aku ngajarnya?*

(What do you think of the teaching learning process?)

C : *Udah bagus kok. Emang harus extra yo guiding anak-anaknya. Tapi pas dijadiin group pas ngasih feedback tadi bagus kok. Mereka bisa saling tanya ke teman se-group kan pas ngasih feedbacknya.*

(It was good. Well, they really need extra guidance. But the group work was good. They can share and ask their friends in giving feedback.)

R : *Kalau kemaren pas listing gimana wat?*

(What about listing activity in the previous meeting?)

C : *Udah bagus kok. Itu kan bisa membantu anak-anak mengumpulkan ide mereka mau mendeskripsikan apanya.*

(It was good. It can help the students to generate and collect their ideas to write.)

Interview transcript 10

From the transcript, it can be seen that the activities were significant in helping the students to write. She also added that the guidance needs to be given to the students while they are writing. Moreover, the listing activities were proper in helping the students to generate and collect their ideas.

The researcher also interviewed the students in order to know what the students felt toward the activities that they had done. It is also aimed to find out whether the students benefit from the activities, especially from the peer-feedback activity. The interview transcript can be seen below.

R : *Enak gak lok ada yang kasih tanggapan ke tulisanmu Er.?*

(Do you like getting suggestion and feedback to your writing)

S : *Enak mas, jadi pas benerin tu bias tau mana yang harus dibenerin.*

(Yes I like it. so, when I have to revise my draft, I know what I should revise.)

R : *Tadi kamu juga ngasih tanggepan buat temenmu kan?*

(You gave feedback to your friend too, didn't you?)

S : *Iya mas, bingung je tadi ngasih tanggepannya. Tapi pas ngasih beberapa koreksi enak kok mas.malah jadi tau yang bener tu aku apa temenku mas.*

(Yes. I was confused in giving feedback. But I enjoyed giving correction. I can understand whether I was right or wrong)

Interview transcript 8

From the interview transcript, it can be seen that though they firstly were confused with the peer-feedback activity, the students enjoyed the activity. They also benefited from the feedback given to them. They said that their friend's feedback helped them to find their mistakes. Besides that, they also said that they could learn from the feedback.

Here are the results of the Cycle I reflection

1. Text identification

The texts identification activity was successful in improving the students' background of knowledge toward descriptive texts. It can be seen from the students' understanding of the descriptive texts' features. They could make simple sentences describing their school, identifying the generic structure of the texts and so on. Hence, it can be said that this activity which mostly done in the first meeting can improve the students' comprehension on descriptive texts significantly.

2. The draft making activity

The draft making activity had successfully helped the students in writing. Draft making activity allowed the students to write down their

ideas and make it into paragraph. This also helped the students to gain their confidence to write since draft making activity and the previous activity allowed the students to gather their ideas. Hence, the students didn't have to be worried and confused about what they should write.

3. Peer-feedback activities

These activities had successfully helped the students to improve their writing ability. The students could benefit from the activities for instance, they could find their mistakes, they could know what to do to make their draft better, and they could also learn from their friends through the feedback. Hence, it can be said that the peer-feedback activity can significantly help the students to improve their writing ability.

From the observation and the reflection of Cycle I, it can be concluded that the implementation of the activities by the researcher had resulted the improvement of students' writing ability in several aspects. For example, they can generate their ideas and write them down in sentences and paragraph. They also improved their vocabulary mastery because in describing things, they needed to give detail description which meant that the students had to find several new words related to the topic. Besides that, the students also improved their grammar mastery in aspects such as sentence agreement, correct spelling, etc. Hence, Cycle I was successful in improving the students' writing ability.

Furthermore, the data acquired in Cycle I have fulfilled all the validity criteria which are suggested by Burns (1999). The dialogic validity has been fulfilled by interviewing and discussing with the collaborator and the English teacher in the reconnaissance step and planning step. The discussion was aimed to find the problems and the solutions. Besides that, the democratic validity also has been fulfilled since the implementation was collaboratively done with the collaborators during the action. The process validity has also been fulfilled in this cycle by using the strategic plan in conducting the research. Furthermore, the outcome validity was fulfilled by the reflection result. The time triangulation was acquired because the data were collected at different point in time. Investigator triangulation was obtained by involving more than one observer. Furthermore, inter-rater reliability of the research was obtained since the collaborator was involved in analyzing the students' writing.

C. Report of Cycle II

1. Planning

In Cycle II, the researcher and the collaborator planned to achieve the indicator. The Cycle I had succeeded in improving the students' writing ability. However, after having further discussion with the collaborator, the researcher decided to have different topic and level as it was suggested by the English teacher and the collaborator.

R : *Berarti sudah bisa lanjut ke Cycle dua kan Bu.*

(So can we continue to the next cycle Mam?)

ET : *Bisa mas, udah kelihatan kemajuannya kok mas. Jadi bisa dilanjutkan ke cycle selanjutnya.*

(Yes. We can see there are some improvement on students' writing ability)

R : *Ada saran buat cycle kedua Bu?*

(Do you have any suggestion for the next cycle Mam)

ET : *Dinaikkan levelnya saja mas. Mungkin dengan tema dan topic yang berbeda. Tapi lebih menarik buat anak-anak.*

(We need to progress to the next level. Maybe with different topic. But it should be more interesting for the students to learn.)

Interview transcript 9

The collaborator also had the same suggestion

R : *Ada saran buat cycle kedua ga Wat?*

(is there any suggestion for the next cycle Wat?)

C : *Kalau methodnya kan udah bagus, mungkin lebih ke level kesulitannya aja yang dinaikkan. Dan waktunya dimanage lagi.*

(The method was good. Maybe you can choose another topic with different level of difficulty. And don't forget to manage the time.)

R : *Ok. Makasih wat*

(Okay. Thank you Wat)

Interview transcript 10

Hence, the researcher decided to use different topic for the material.

However, the method and the activities were still similar to the first cycle.

The Cycle II would also be conducted in three meetings. The first meeting would focus more on the developing students' background of knowledge of descriptive text. Since the topic was different, there would be different explanation to the students too. The researcher would allow the students to make the first draft in the second meeting. And the third meeting was used to do peer-feedback activities.

2. Action And Observation

1) First meeting

The first meeting was conducted on May 20th 2013. The first meeting was focused to let the students identify the texts. Besides that, the students would also learn about using adjective words in simple present tense to describe character and physical appearance of a person.

a. Text Identification

The researcher gave several texts describing famous people. Then, the researcher together with the students identified the texts. In identifying the texts, the researcher led the students to understand the features and generic structures of the texts. Besides that, the researcher also asked the students to compare the texts in Cycle II with the texts they had got on Cycle II. It was aimed to make the students understand that descriptive texts about people are a little bit different from descriptive texts about things or places.

After that, the researcher gave explanation of the adjective words. The description of this part can be seen in the excerpt below.

Then, the researcher gave a piece of paper to each student. The piece of paper contained several adjective words to describe someone physical appearance and character. The students were asked to find the adjective words that were on the text. And then, they had to find the meaning of the words. After that, the researcher taught them about simple present tense using adjective words. And then, the students had to make several sentences using the adjective words. Then, the researcher walked around the class to supervise and give guidance to the students. After that, the researcher asked some students to write their work on the white board so that the other students could see.

FN 6/20-05-13/p.124-126

From the excerpt above, it can be seen that after giving explanation about adjective words, the researcher gave an exercise to strengthen the students' understanding of the adjective words.

After explaining about adjective words, the researcher gave another exercise to the students. In this section, the students were asked to identify and make a list from the text given by the researcher. The description of the activities can be seen in the excerpt below.

After that, the researcher gave the next activity. The researcher gave a descriptive text about Emma Watson, and the students were asked to identify the text and to list the adjective words describing the person from the text. 'Okay, for the next activity, *coba kalian identifikasi mana yang introductory paragraph, dan mana yang main partnya atau descriptionnya* (Try to identify the introductory paragraph and the description part) asked the researcher. The activity was easy to them. And then after that, the researcher also made the list on the white board and then he asked several students to continue the list on the white board.

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The students were enthusiastic in doing the activity above. Most of them did not find any serious difficulty in identifying and making list from the text. Many of them were active that some of them were enthusiastically competing in continuing the list on the white board. The activity allowed the students to identify and find out the adjective words describing the person in the text. Besides that, the activity was also aimed to expose the students with the other descriptive text.

b. Completing Blank Paragraphs

After that, the researcher gave the next exercise to the students. The researcher gave a piece of paper containing an exercise to each students. In this section, the students were asked to complete the blank paragraph which was about a famous singer. Similar to other exercise, this exercise was aimed to expose the students to another descriptive text and to give the students simple writing exercise.

In doing the exercise, the students, mostly, did not find any serious problem. However, the students still needed to be guided. Hence, the researcher guided the students in doing the exercise. The following field notes describe the situation.

<p>The researcher walked around the class from one table to another to supervise and to give guidance to the students. They enjoyed the activity and were enthusiastic. However, there were still several students who found difficulties in doing the activity. And the</p>
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researcher had to give more guidance to them by asking several question related to the text to stimulate the students' thinking.

FN 6/20-05-13/p.124-126

After all the students had finished the assignment, the researcher and the students corrected it together. The researcher used LCD so all the students could see the right answers. In correcting this assignment, all the students were free to speak out their answers. Then, the researcher took several answers from the students and asked them to compare and identify which answers were the most suitable answers.

After that, the researcher asked the students to bring their idol pictures for the next meeting and find information about them. Since the bell had rung, the researcher gave some conclusion about what they had learned that day. And then, the researcher closed the class.

The first meeting was done successfully according to the plan. The activities were conducted well and the teaching-learning process had been run well also. The students were enthusiastic in learning since the topic was about an actor that all of them know. The result of the interview with the students also reflects the same way.

R :Tadi gimana pelajarannya Hes?

(So, how was the lesson Hes?)

S :Enak Mas. Tadi ada penyayi favorit saya Mas.
Personel nya One Direction.

(It was interesting. There was my favorite singer, the personnel of One Direction.)

R :Terus tadi latihan-latihannya gimana Hes?

(What about the exercises?)

S :Pas nyari ciri-cirinya tadi lumayan gampang Mas.

(The first exercise was easy to do.)

R :Terus paragraph rumpangnya gimana? Bisa ngerjainnya kan?

(What about the incomplete paragraphs exercise? You could do that, couldn't you?)

S :Yang itu lumayan susah Mas.

(It was quite difficult.)

R :Tapi bisa ngerjainnya kan Hes?

(But you could do it, couldn't you?)

S :Iya Mas. Tadi juga aku nanya-nanya sama temen yang lain Mas. Jadi kayak diskusi gitu Mas.

(Yes I could. I also asked my friends. And we had a discussion.)

Interview transcript 11

Hence, the students were ready to step to the next meeting in which they would learn to describe their idol.

2) Second meeting

The second meeting was conducted on May 23rd 2013. As it is stated in the planning step, the second meeting would be focused on the listing activity and draft making activity. The researcher opened

the class by greeting, calling the roll, and relating the previous meeting activities with the activities that the students would do that day.

a. Generating Ideas

Since the researcher asked the students to bring pictures of their idol and the information about their idols, the listing activity could be started. The researcher asked the students whether they had brought the pictures of their idols. Then the researcher took a look to several pictures that the students had brought and asked several questions about the pictures. And then, the researcher gave explanation of what they would do in the first activities. In the first activity, the students were asked to list the physical appearance and the character of their idol. Hence, the researcher gave a piece of paper to each student. The paper contained some tables which had to be filled with the list of adjective words of the students' idol. The following field notes describe the situation.

During the activity, the researcher reminded the students about the last meeting activity regarding the use of adjective words to describe character and physical appearance of a person. Alright students, <i>untuk mengerjakannya kalian lihat ke gambar idola kalian</i> (To do the activity you can look at the pictures of your idols.). <i>Kalian bisa lihat rambutnya seperti apa, matanya sipit atau tidak, atau kulitnya putih atau tidak</i> (You can see what their hair look like, their eyes slanting or not, or their skin white or not).

FN 7/23-05-13/p.127-129

After that, the researcher asked the students to do the following activity. In the following activity, the students were asked to make several sentences from the list that they had done. Then, the researcher asked several of them to write their answers on the white board. And then, the researcher and the students corrected the answer together.

The first activities were done according to the plan. The students were able to list their idols' physical appearance and characters. The students were also active and enthusiastic by asking several questions. They also enjoyed the activities.

These activities were expected to help the students to prepare themselves before writing their first draft. These activities were aimed to collect the students' ideas. The ideas could be used by the students to make the draft later on.

b. Draft Making

After doing the first activities, the researcher asked the students to make a draft. The draft was a descriptive text about the students' idols. The researcher reminded the students about descriptive texts by showing several descriptive texts via LCD. In this activity, the students were so active by asking many questions to the researcher. Hence, the researcher guided them by using indirect guidance. The researcher guided the students by asking some questions to draw and stimulate the students' mind. Hence, it was expected that the students

could find their answer by themselves. The field notes below describe indirect guidance by the researcher.

Coba liat. Idolamu kan Chester Bennington kan? Liat contohnya first paragraph tu tentang apa Wan? (Let me see. Your idol is Chester Bennington, right? Look at the sample texts. What is paragraph one about?) asked the researcher. *Pengenalannya Mister* (Is it introduction?) said the student. *Nah, yang dikenalkan apa biasanya* (Yes. What is usually introduced?) asked the researcher. *Nama lengkapnya Mister* (Full name Mister) answered the student. *Terus apalagi? Ada tanggal dan tahunnya itu?* (Then what else? There are date and year too. What are they for?) asked the researcher.

FN 7/23-05-13/p.127-129

Several students also asked for guidance to the researcher. Hence, the researcher had to walk around to give guidance to the students. Since many students asked for guidance in making the draft, this activity took more time than the previous activities. However, the questions asked by the students showed that they enjoyed the activity. After all the students had finished the activity, the researcher asked them to submit their works on the table. Before the researcher closed the class, he gave some conclusions and reflection on what they had done that day.

As can be seen from the excerpt, the draft making activity was done well. As usual, the students enjoyed the activity. They were so active by asking many questions to the researcher related to their draft. The researcher expected that the students can be more independent.

Hence, the researcher did not directly answer the students' questions. The researcher answered the students' questions by asking them another questions to stimulate their mind. In short, the researcher led the students to find the answers by themselves.

3) Third meeting

The third meeting was conducted on May 27th 2013. This meeting was focused on the peer-feedback activity and revising the draft. The students had made the draft describing their idols in the previous meeting. Hence, the activities that would be done in the third meeting were expected to help the students to revise their draft and make it into the final draft.

a. Peer Feedback Activities

After the researcher opened the class by greeting and calling the roll, the researcher firstly gave the explanation on what the activity the students had to do that day. Hence, the students got the big picture of what they would do in this meeting. After giving the explanation and seeing the students were ready enough to start the activity, the researcher gave the first exercise to warm the students' mind up. The following field notes below describe the warming up activity.

<p><i>Tapi sebelumnya, kita pemanasan dulu okay (But before we start the peer-feedback activity, let's do the warming up activity)?</i> said the researcher. Then, the researcher gave a piece of paper to each student as their first exercise that day. The exercise was about identifying</p>
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sentences. The students were asked to identify the sentences to find whether the sentences were correct or wrong. If the sentence was wrong, the students were asked to revise and write the right answers.

FN 8/24-05-13/p.130-133

In this activity, the students were divided into groups of four. Hence, the students could discuss and share with their friends in the group. In addition, the researcher also gave guidance to the students in doing the activity. The researcher had to walk around since the students asked many questions to him. And then, after all the students had finished the assignment, the researcher and the students checked the right answer for each question.

The first activity was done well. As it is said before, the researcher gave the first exercise to warm the students' mind up. This was expected to help the students to get ready for the next activities. Besides that, it can be seen that the students could do the activities. Moreover, they were active. They asked several questions to the researcher regarding the task.

After the first activity was accomplished, the researcher told the students that the peer-feedback activity would be started. The researcher told the students that the activity would be similar to the former peer-feedback activity that the students had done before. Then, the researcher also told that the students could work in groups of four.

The description of the peer-feedback activity can be seen on the excerpt below.

After that, the researcher gave their draft back randomly. The researcher made sure that no student got their own draft. Then, the researcher gave several pieces of paper to the students containing the guidelines to do the peer-feedback activity. Then, the researcher divided the class into groups of four. The researcher told the students that the group was to help them share and discuss the draft that they identified. After that, the researcher told the students that they could start the activity. The students then began to read their friends' drafts to identify them. As usual, the researcher supervised the students' activity and guided them.

FN 8/24-05-13/p.130-133

The students could benefit from the group work. The group work could help the students in doing the assignment. The group work allowed the students to share and discuss about the assignment. The field notes below describe the situation of sharing and discussing by the students in the group.

The students did the peer-feedback actively. They also discussed and shared with their friends in a group. *ini yang benar sek endi? Pake 's' kan ini?* (Which one is correct? It uses 's', doesn't it?) asked one of the students in a group. *kwi lak siji to barangnya? Nek satu ki ra pake 's'* (It is only one, right? If it is only one, it doesn't use 's') said the other student in a group.

FN 8/24-05-13/p.130-133

The excerpt above shows that the students were able to share and discuss with their friends in doing the peer-feedback activities. The students also got more motivated since the researcher, before the activity started, motivated the students by asking a question about the

benefit of the peer-feedback activities toward the students' writing ability. By asking the questions, it was expected that the students became more motivated in doing the peer-feedback activities. It was also expected that the students became more aware of the use of peer-feedback activities which could help them improve their writing abilities.

The peer-feedback activities had been run well. The students were quite well-organized in doing the activities such as filling the peer-feedback checklist, identifying their friends' draft, and giving comments and suggestions toward their friends' draft. Besides that, the students were so active that they asked many questions to the researcher. It was expected that by giving feedback to their friends regarding their draft, the students could also learn from the activities as well.

b. Revising Draft

After that, it came the time for the students to revise their draft. Hence, after all the students had finished giving feedback to their friends' draft, the researcher asked the students to give back the draft, and the peer-feedback checklist contained comments and suggestions to the owners. After that, the researcher asked the students to revise their draft. Besides that, the researcher also told the students that they

could use the feedback, comments, and suggestions from their friends as the consideration in revising their draft.

The students started to revise their draft. Some of the students did not know whether the corrections from their friends were correct or not. Hence, the researcher had to guide the students to find the correct answers. In guiding the students, the researcher did not give the direct answers to the students. The researcher led the students to find the right answer by giving them stimulating questions to the students. It can be seen on the excerpt below.

Mister, *yang ini gimana* Mister? *Yang bener itu pake* 'has' atau 'have'(which one is correct Mister? Has or have?) ? asked the students. *Coba liat subjectnya siapa dan ada berapa* (take a look at the subject) said the researcher. *subyeknya He Mister* (the subject is 'he' Mister) said the student. *Nah, subyeknya He kan* (well the subject is 'he', isn't it)? *Dan cuma satu kan* (and only one, right)? *Terus yang tepat pakai apa* (so, what is the correct answer)? said the researcher. *Have bukan Mister* (is it 'have')? said the student. *Pakai 'Have' kah ?* (is it?) *coba tanya temen satu group mu* (ask your friends then) said the researcher. Then, the students asked their friends in the group and came back to the researcher. ternyata yang bener 'has' Mister (the right answer is 'has' Mister) said the student. Nah, itu sekarang tahu. Jadi has itu buat siapa aja Dian (so, do you know what subject uses 'has')? Dan Have itu buat siapa saja (and what subject does it use 'have')? asked the researcher. Kalok 'has' itu buat he, she, it kan Mister (has is for he, she, it Mister). Terus yang 'have' itu buat Dewi ayu (and 'have' is for dewi ayu). They, we, I, you Mister answered the student.

FN 8/24-05-13/p.130-133

The indirect guidance from the researcher as it can be seen on the excerpt above was expected to help the students find the right

answers. Hence, the students would not feel neglected by the researcher nor be spoiled by the researcher's guidance. In fact, the students were led to the right answers by the researcher. As a result, the students' mind would get stimulated and they could independently find the answer.

Overall, most of the students did not find any difficulty in revising their draft. The students were enthusiastic doing the task. They were also active by asking questions to the researcher regarding their draft.

The picture below indicates the situation.



Figure 5: The student actively asked question to the researcher

After all the students had finished revising their draft, the researcher asked the students to submit their final draft. After that, the researcher gave conclusion and reflection on activities that had been done that day before closing the class.

3. Reflection

After Cycle II had been done, the researcher held a discussion with the English teacher and the collaborator. The discussion was aimed to reflect and to evaluate what had been done in Cycle II. Besides that, the researcher interviewed the English teacher and some students. It was to find out whether Cycle II had succeeded in improving the students' writing ability. From the interviews, it can be concluded that Cycle II had successfully improved the students' writing ability. Here are the results of the interview with the collaborators and the students.

R : *Menurut Ibu, kegiatan di Cycle II ini bagaimana Bu?*

(What do you think about the activities in Cycle II Mam?)

ET : *Sudah bagus Mas. Ya.. dengan topic dan level yang lebih berbeda dari Cycle I ternyata anak-anak juga bisa menyelesaikannya. Dan saya lihat tadi bagus-bagus hasil tulisannya anak-anak Mas*

(It is really good Mas. Well.. With different topic and level from the Cycle I, surprisingly the students can deal with it. And I saw the students' writings are good.)

R : *Alhamdulillah Bu. Berarti metode peer-feedback ini bisa digunakan untuk meningkatkan kemampuan menulis anak-anak kan Bu?*

(Alhamdulillah Mam. So, does it mean that the peer-feedback method can be used to improve the students' writing abilities?)

ET : *Iya Mas. Tadi juga anak-anak udah lancar diskusinya. Jadi semoga mereka bisa kompak dan belajar dari teman sebayanya*

(Yes Mas. Besides that, the students did the discussion well. So, hopefully they can keep cohesively unite and learn from their peers.)

Interview transcript 16

R : *Terus, ada kemajuan ga dengan kemampuan menulis kalian?*

(So, is there any improvement on your writing abilities?)

S1 : *Ya jadi lebih bisa bikin descriptive text Mister. Lebih tau cara bikinnya sih*

(Well I can make a descriptive text now. I know the way to make it)

S2 : *Nek aku sih jadi lebih pede nulisnya Mister. Tahu apa yang pengen aku tulis, terus jadi suka sharing sama temen-temen Mister*

(I get more confidence in writing. I know what I want to write, and I like to share with my friends.)

Interview transcript 18

From the interview, it can be seen that the English teacher and the students gave positive comment toward the activities in Cycle II. The collaborator said that the activities in Cycle II especially peer-feedback method could help the students to improve their writing abilities. In line with the collaborator, the students also said that they benefited from the activities in Cycle II. They became more confident in writing and interested in sharing with their friends as well.

In addition, the results of the students' writing show the same positive improvement. From the results of the students' writing it can be seen that they benefited from the peer-feedback method and improved their writing abilities. Here is an example of the students' final drafts in Cycle II.

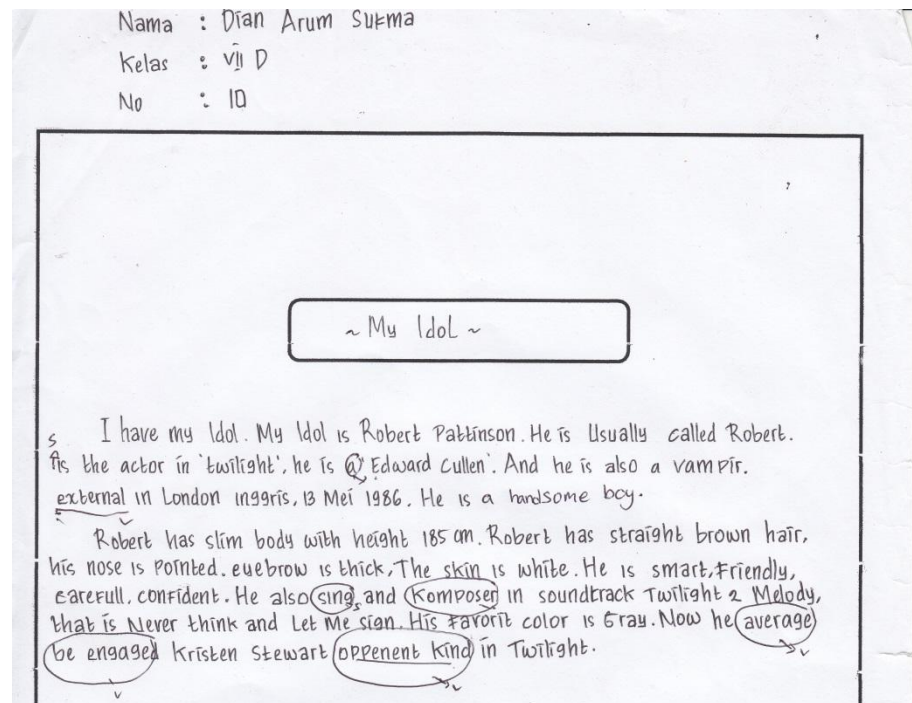


Figure 6: One of the students' final drafts in Cycle II

From the pictures above, it can be seen that the students' improvement in their writing abilities. They had various ideas and vocabulary in writing the descriptive texts. Their grammar had improved as well. Their mistakes in writing become lesser compared to Cycle I. Hence, it can be concluded that the method and activities in Cycle II had helped the students to improve their writing abilities.

Before the researcher ended the research, the researcher held a post-test for the students. It was held on May 27th 2013.

D. The students' writing scores

After conducting the research, the researcher summarized the students' writing scores helped by the collaborator. The researcher employed the scoring rubric suggested by Jacob, et.al. (1981) in Weigle (2002:116). In order to get inter-rater reliability in the research, the researcher and the collaborator became the raters. They compared the mean values in several aspects of writing which are content, organization, vocabulary, language use, and mechanic. Besides that, the standard deviations were also presented in order to analyze the variability of the class. The comparison of the students' writing scores in the aspect of content is presented below.

Table 3: Comparison of the Mean Values and Standard Deviations of the Students' Scores in the Aspect of content in the Pre-test, Cycle I, Cycle II, and the Post-test

Stages	Pre-test	Cycle I	Cycle II	Post-test
Mean Values	18.02	20.69	22.68	23.95
Standard Deviation	2.45	1.79	1.26	0.81

From the table above, it can be inferred that the students' writing ability had improved in the aspect of content from pre-test up to the post-test. From pre-test to Cycle I, the students succeeded to make 2.67 improvements. The

students also made an improvement of 1.99 from Cycle I to Cycle II. Meanwhile, the students progressed and scored 1.27 in the post-test compared to scores in Cycle II.

Besides that, the standard deviation of the pre-test was 2.45 which was higher than the SD in Cycle I which was reached 1.79. Meanwhile, the standard of deviation in the post-test was decreased to 0.81 point. It was lesser than the SD of Cycle II which was 1.26. Hence, the students' scores in post-test in the aspect of content were the most homogenous scores compared to the other stages.

The students also made improvement in the aspect of organization. The comparison of the mean values and the standard of deviation from pre-test up to post-test can be seen in the table below.

Table 4: Comparison of the Mean Values and Standard Deviations of the Students' Scores in the Aspect of Organization in the Pretest, Cycle I, Cycle II, and the Posttest

Stages	Pre-test	Cycle I	Cycle II	Post-test
Mean Values	11.35	14.56	15.02	16.42
Standard Deviation	2.07	0.72	0.68	0.55

In the pre-test, the students scored 11.35. And then, the students improved 3.22 in the Cycle I and got 14.57 score. From Cycle I to Cycle II, the students improved their scores for about 0.46 point. And the students

made improvement of 1.40 in the post-test compared to the scores in the Cycle II.

Meanwhile, the standard of deviation from pre-test to post-test gradually decreased. From Cycle I to Cycle II, the SD decreased from 2.07 to 0.72. The SD from Cycle II to post-test decreased from 0.68 to 0.55 compared to the SD in the Cycle II. Hence, the students' scores in the post-test were the most homogenous scores among the other stages.

The students also improved their writing abilities in the aspect of vocabulary. It can be seen from the table below.

Table 5: Comparison of the Mean Values and Standard Deviations of the Students' Scores in the Aspect of vocabulary in the Pretest, Cycle I, Cycle II, and the Posttest

Stages	Pre-test	Cycle I	Cycle II	Post-test
Mean Values	11.05	14.58	15.11	16.37
Standard Deviation	2.12	0.85	0.73	0.71

The table above shows that the students had made improvement on their writing abilities dealing with the vocabulary aspect. In pre-test, the students averagely scores 11.05 and improved to 14.58 in the Cycle I. Then, they improved for about 0.53 point in Cycle II. In the post-test, the students averagely scored 16.37.

Besides that, the standard deviation from the pre-test up to post-test decreased. It can be seen that from 2.12 point in the pretest, the SD decreased to 0.85 in Cycle I. Then, it decreased to 0.73 in Cycle II and kept decreasing to 0.71 in post-test. Hence, it can be concluded that the most homogenous scores is in the post-test.

The students made improvement in the aspect of language use as well. The improvement can be seen from the table below.

Table 6: Comparison of the Mean Values and Standard Deviations of the Students' Scores in the Aspect of language use in the Pretest, Cycle I, Cycle II, and the Posttest

Stages	Pre-test	Cycle I	Cycle II	Post-test
Mean Values	11.19	16.98	17.55	17.63
Standard Deviation	2.58	0.63	0.58	0.55

As said before, the students also made improvement in the aspect of language use. They improved 15.79 points in Cycle I compared to their scores in the pre-test. Then, they improved for about 0.57 point in Cycle II. Meanwhile, they scored averagely 17.63 in post-test which was the highest score among the other stages.

The standard deviation also decreased in this aspect of writing. It is reported that in the Cycle I, the SD was 0.63 which is smaller than the SD in pre-test (2.58). Then, it decreased to 0.58 in the Cycle II and kept decreasing

to 0.55 in the post-test. It means that the most homogenous score is in the post-test stage.

In the aspect of mechanic, the students also made improvement as it is reported in the table below.

Table 7: Comparison of the Mean Values and Standard Deviations of the Students' Scores in the Aspect of mechanic in the Pretest, Cycle I, Cycle II, and the Posttest

	Pretest	Cycle I	Cycle II	Posttest
Mean Values	3.23	3.87	3.92	4.03
Standard Deviation	0.51	0.34	0.26	0.12

From the table above, it can be seen that the students made improvement in the aspect of mechanic. The average scores in Cycle I was 3.87 which is higher than that in the pre-test which is 3.23. Then, they improved to 3.92 in the Cycle II and made 4.03 improvements in the post-test. Meanwhile, the standard deviation also decreased in this aspect. It decreased from 0.51 in the pre-test to 0.34 in the Cycle I. And then, it decreased to 0.26 in Cycle II and kept decreasing to 0.12 in the post-test which means the most homogenous scores were in the post-test stage.

Besides the improvement in the aspects of writing, they also improved in the writing score as a whole as it can be seen in the table below.

Table 8: Comparison of the Mean Values and Standard Deviations of the Students' Scores in the Pretest, Cycle I, Cycle II, and the Posttest

	Pretest	Cycle I	Cycle II	Posttest
Mean Values	54.84	70.69	74.27	78.40
Standard Deviation	8.68	3.30	2.95	1.97

From the table above, it can be inferred that the students had made improvement in their writing scores from the pre-test up to the post-test. As it is written in the table, the students made improvement for about 15.85 in cycle I compared to their scores in the pre-test. Then they made improvement for about 3.58 in the Cycle II compared to their scores in the Cycle I. Moreover, the students made improvement and averagely scored 78.40 which is the highest average score among the other stages.

Meanwhile, the standard deviations show how the scores in each stage became more and more decreased and make them more homogenous from the pre-test up to the post-test. The SD in Cycle I is 3.30 which is smaller than the SD in pre-test which is 8.68. Then, the SD decreased to 2.95 in Cycle II and kept decreasing to 1.97 in the post-test. Hence, it means that the most homogenous scores are the scores in the post-test.

After seeing the improvement made by the students in the aspects of writing and the writing scores as a whole, the researcher concluded that the peer-feedback method had successfully improved the student's writing

abilities. The scores which were getting higher and higher from pre-test up to post-test show the students' progress in learning writing in two weeks with the implementation of peer-feedback method done by the researcher.

E. General finding and Discussion

The research was aimed to describe the implementation of peer-feedback method in improving the writing abilities of the class VII D students of SMP N 1 Mlati. Referring to the objectives of the research, the implementation of the peer-feedback method had successfully improved the students' writing abilities.

In summary, here are the research findings on improving the students' writing abilities of the students of class VII D SMP N 1 Mlati are presented below:

- a. The text identification activities and pre-writing can improve the students writing ability dealing with the problem of generating ideas and vocabulary mastery. It was because the text identification helped the students to build their background knowledge of descriptive texts. Meanwhile, the pre-writing activity or listing thing to write before making draft could help the students to gather ideas before expressing them into written form.
- b. The peer-feedback activity can help the students to improve their grammar mastery significantly. It was because the peer-feedback activity

allowed the students to be exposed to their friends' writing and to learn from that. They could give feedback as well as get feedback from their peers.

- c. The activities done in this research also make the students to get more interested in sharing and discussing with their friends. Moreover, they become more aware that they can learn from each other.
- d. The process and the implementation results have fulfilled all the validity criteria which are suggested by Burns (1999). The dialogic validity has been fulfilled since in the reconnaissance step and planning step, the researcher held interview and discussion with the collaborator and English teacher. The discussion was aimed to find the problems and the solutions. The democratic validity also has been fulfilled during the action, since the implementation was collaboratively done with the collaborators. The process validity has also been fulfilled in this cycle by using the strategic plan in conducting the research. Besides that, the outcome validity was also fulfilled by the reflection result.
- e. The reliability of the research was also obtained in this research. The time triangulation was acquired because the data were collected at a different point in time. Investigator triangulation was obtained by involving more than one observer. Furthermore, inter-rater reliability of the research was obtained since in analyzing the students' writing the collaborator was involved as the rater as well.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusion

The research was conducted for the students of the class VII D of SMP N 1 Mlati. The research was conducted on the second semester of the academic year of 2012 – 2013. The research was aimed to improve the students' writing abilities using peer-feedback method.

The research was conducted in May 10th 2013 until May 27th 2013. The research was started by observation by the researcher. He observed the class of VII D of SMP N 1 Mlati in order to find the problems related to their writing. The researcher also interviewed the English teacher. The interview was aimed to find out the students' problem and the solution that should be taken.

After the reconnaissance step had been done, the researcher held a discussion in planning the cycles. The discussion was aimed to find out the suitable activities which could help the students to improve their writing abilities. Hence, the topic of the Cycle I was “my school”. The topic was light and a bit easy. It was aimed to make the students able to describe their school in the written form.

Besides that, there were several activities in the cycle I. The first activity was texts identification. It was expected that by doing the texts identification the students could understand the features of the descriptive text. Besides that, in these activities, the students would be exposed to several texts which were expected to build the students' background of knowledge related to the descriptive texts.

The next activities were listing activities. In this activity, the students were allowed to list and write what they would write regarding the topic. Hence, by doing this activity, the students were expected to be able to gather their ideas and to write them down in the draft making activity later on. Hence, it was also aimed to solve the students' problem related to generating ideas.

The next activity was peer-feedback activity. In this activity, the students were asked to give feedback such as correction, comment, and suggestion toward their friends' draft. From this activity, it was expected that the students could improve their grammar mastery since the students got the feedback from their friends and they could use them in revising their draft. Hence, they could make a better draft after revised it.

The activities in the cycle II were still the same as those in the cycle I. But, the researcher changed the topic and level of writing to the students as suggested by the English teacher. The activities were also similar with text identification as the first activities, the listing activities as the pre-writing

activities, and the peer-feedback for the main activities. Those activities had successfully improved the students' writing abilities.

B. Implication

From the research findings, it can be implied that the use of peer-feedback activities can help the students improve their writing abilities. They improved in several aspects of writing such as content, organization, vocabulary, language use, and the mechanic. The peer-feedback activities allowed the students to get feedback such as correction, comment, and suggestion from their friends. The feedback was expected to help the students to make their draft better and the students could learn from the feedback as well.

It can also be implied that the peer-feedback activities can be useful for the teacher in order to help the students improve their writing abilities. Besides that, the peer-feedback activities can strengthen the teamwork between the students since the students will get used to give and to get feedback from their friends. Hence, the students will be more open-minded. They will also appreciate their friends' opinion or suggestion. Finally, it can also help the students to be more autonomous in learning.

C. Suggestion

The researcher gives several suggestions to whom this research is related. The suggestions are given by considering the conclusion and the implication of the research.

1. For the English teacher

It is suggested for the teacher especially in SMP N 1 Mlati to use peer-feedback activity since this activity is student-centered which allows the students to learn on their own and improve themselves. The peer-feedback activity can also motivate the students to learn writing and improve their writing abilities. Besides that, the teacher can also use peer-feedback in teaching the other English skills.

2. For the other researchers

For other researchers who are interested in improving the students writing abilities, they can employ the peer-feedback activity. Besides that, they have to continue and make this activity even better in order to get more satisfying results. Furthermore, the other researchers can use this activity and method for other higher grades so they can make the best out of this method.

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Schedule of the research

No	Steps	Month			
		Mei-13			
		1	2	3	4
1	Observation				
2	Planning				
3	Pretest				
4	Action Cycle 1				
	Implementation				
	Observation				
	Reflection				
5	Planning Cycle 2				
6	Action Cycle 2				
	Implementation				
	Observation				
	Reflection				
7	Post test				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

6th May: Observation

10th May: Pre-test

13th May: Cycle 1 – first meeting

16th May: Cycle 1 – second meeting

17th May: Cycle 1 – third meeting

20th May: Cycle 2 – first meeting

23rd May: Cycle 2 – second meeting

24th May: Cycle 2 – third meeting

27th May: Post-test

FIELD NOTES

1

DATE: Monday, May 6th 2013

TIME: 08.20 – 09.55

PLACE: The classroom of VII D

ACTIVITY: (Observation) Learning writing

When the bell rang, the teacher did not come to the class yet. She was still preparing the material for the upcoming class. Two students came to the teachers' office to pick their teacher up. Then, they three went along to the class. When the teacher entered the class, all the students are standing up and greeting their teacher with: "good morning teacher". And the teacher responded with: "good morning students".

After that, she then greeted students with: "how are you today?". And the students responded with: "I am fine. Thank you. And you?". "I'm fine too. Thank you" responded the teacher. Then the teacher apologized to the students that she has come late to the class. She explained why she came to the class late. The teacher said "I am sorry for coming late, ada yang harus saya kerjakan dulu". "no problem Ma'am, hehe. Ga papa" responded some of the students.

The teacher explained the students why the researcher and the collaborator joined the class. "okay. So Mr Agus and Ms Wati, masih mau penelitian disini. Jadi mereka mau mengamati kalian belajar hari ini." Some of the students greeted the researcher and the collaborator. They had already known the researcher and the

collaborator since the researcher and the collaborator had internship (KKN/PPL) in this school months ago, and they learned English together that time.

After that, the teacher started to explain what they would learn that day. The teacher said that they were going to learn to write. Then the teacher asked the students to make a group of four and handed them with an envelope for each group. The envelope was contained with jumbled words. And the students were asked to rearrange the words into a correct sentence and wrote it on the board. The students, then, did a little discussion with their group and some of them were just talking and waiting the others to finish the task. And when it came for the students to write down their works, some of the group made common mistakes.

Then, the teacher asked the students to check their work together. And the teacher also gave further explanation about the material. After giving explanation, the teacher gave another exercise to the students. This time, the students were asked to do the exercise in pair. Hence, some of the students, then, discussed with their partner to finish the exercise. Similar to the first exercise, some of the students were not focus on doing the exercise. They preferred to chat or walking to their friends. Hence, the teacher asked them to sit down and start doing the exercise. When they were asked to sit down and do the exercise, they said that they didn't know what to do. Hence, the researcher guided them in doing the exercise.

The researcher and the collaborator helped the teacher in monitoring the class activities. Some of the students were so active that they asked many question regarding to the activities. The researcher walked from one group to another to answer some question.

After that, the teacher asked some of the students to write their work down on the whiteboard. The teacher picked the students from each pair randomly and the chosen students wrote their work on the whiteboard. After that, the teacher together

with the students checked the answers on the whiteboard. The teacher not only checked the answer but also gave further explanation regarding the material.

When it was ten minutes left for the teaching-learning process, the teacher summed up the materials that had been given by asking some question to the students. After that, the teacher gave some homework that should be submitted in next meeting. After that, the teacher ended the class.

FIELD NOTES

2

DATE: Friday, May 10th 2013

TIME: 09.55 – 10.50

PLACE: The classroom of VII D

ACTIVITY: Pre-test

As the bell rang, the researcher along with the teacher and the collaborator entered the class. All the students stood up and greeted the researcher and partners. Before the researcher took the place for arranging the pre-test class, the teacher gave a little bit explanation to the students regarding what the researcher would do. Then, the researcher took the place.

“Okay today and for the next few days we will learn together and we will learn to write descriptive texts. Anyone knows what descriptive text is?” asked the researcher. The students were a bit quiet. Hence the researcher had to repeat his question. “What is descriptive text? Apa yang dimaksud descriptive text?” asked the researcher. Some of the students responded: “mendeskripsikan pak”. “teks yang mendeskripsikan sesuatu, that’s right” Said the researcher.

“Okay, first, I want you all to write a simple descriptive text about your own house. I will hand you the paper and you have to write individually” said the researcher. “ga bisa pak, susah” some of the students responded. “well you just have to give it a try. Kamu harus mencoba, dulu pernah nulis descriptive juga kan?” said the researcher. Then the researcher gave each of the students a piece of paper. “don’t forget to write your name and students number” said the researcher. “Pak, kok tiba-tiba langsung nulis Pak?” asked a student. “nah, jadi saya ingin mengetahui dulu kemampuan menulis kalian sebelum kita belajar writing, belajar bagaimana menulis yang baik” responded the researcher.

The students began to write yet some of them were still playing or having chit and chat with their friends. The researcher needed a little bit time to handle the class. The researcher walked from one chair to another to check the students’ activity. Then for about twenty minutes almost all the students had finished their writing. After all the students had finished, the researcher asked the students to submit their writing.

After that, the researcher asked the students to fill a questionnaire. The researcher handed some piece of paper contained several questions. The students filled the questionnaire with sometimes asked the researcher regarding the questions. After all the students had finished filling the questionnaire, the researcher asked the students to submit the questionnaire. After that, due to the time up, the researcher ended the class.

FIELD NOTES

3

DATE: Monday, May 13th 2013

TIME: 08.20 – 09.00

PLACE: The classroom of VII D

ACTIVITY: Building knowledge of the field (Texts Identification)

When the bell rang, some of the students were still outside the class. Hence, the researcher along with the collaborator and the teacher asked the students to come into the class. After that, the teacher followed by the researcher and the collaborator entered the class. All the students stood up and greeted “good morning Ma’am, good morning Mr. Agus and Mrs. Wati.” “Good morning” responded the teacher, the researcher, and the collaborator.

And then, the researcher called the roll. And everyone raised their hand one by one. The researcher then asked several questions regarding their school. It was used to stimulate the students’ mind before they came into the teaching-learning process. Then the researcher began to explain the students about descriptive text.

First, the researcher showed a descriptive text through LCD. It was used to build the students’ background of knowledge. The researcher asked the students to identify the text based on the characteristic, generic structure, and tense which are used in descriptive text.

After that, the researcher gave the first exercise to the students. The students were to re-arrange the paragraph into a correct order regarding the generic structure of the descriptive text. The researcher walked from one chair to another to check the

students' work. Some of the students found difficulties in re-arranging the paragraph. "Sir, paragraph yang duluan yang mana?" asked the students. "the first paragraph is the introduction, coba paragraph introduction nya yang mana? The researcher tried to stimulate the students by asking such question. "This? Yang ini bukan Mister?" asked the student. "Nope, introduction itu tentang pengenalan tokoh, benda, or places yang mau dideskripsikan. So, which one?" asked the researcher. "oh berarti yang My school is Islamic Junior ini Sir?" asked the student. "Yes, that's right. Good job" answered the researcher.

Overall, almost all the students didn't find any difficulties in re-arranging the paragraph. Yet, there were still some students who found it a bit difficult. After that, the researcher gave the next exercise. In this section, the students were asked to complete the blank paragraph with the suitable words provided in the box. Similar to the first exercise, the researcher guided and supervised the students in doing the exercise. Since this exercise was a bit harder, the researcher gave more time to the students to do the exercise. Hence, the researcher could give more guidance and assistance.

"Sir, yang number two ga bisa" said the student. "just try, coba dilihat konteksnya dalam kalimat yang belakang. Ada kalimat apa?" asked the researcher. "ada tulisan: In kecamatan Sukorambi" said the student. "so how, kira-kira itu menunjukkan apa?" asked the researcher. "alamatnya mungkin Sir" answered the student. "jaid mana yang tepat?" asked the researcher. "yang located bukan Sir?" asked the student. "Nah, good. That's the answer" said the researcher. "Thank you Sir" said the student. "You're welcome" responded the researcher.

After all the students had finished, the researcher asked the students to check their work together. The researcher asked the students one by one to answer the question. In checking the answers, the researcher also gave simple explanation to the students so that they could find the right answers.

After all the activities in the first meeting had finished, the researcher gave conclusion and reflection toward the activities that they had done. Since the bell had rung, the researcher led the students to pray and then he ended the class.

FIELD NOTES

4

DATE: Thursday, May 16th 2013

TIME: 10.50 – 12.10

PLACE: The classroom of VII D

ACTIVITY: Draft Making

As the bell rang, the researcher walked into the class followed by the collaborator and the English teacher. The researcher opened the class by greeting the students. And then, the researcher told the students that they would continue learning writing that day.

Before doing the activities, the researcher asked the students about what they have learnt in the previous meeting. It was aimed to remind the students about descriptive text and to engage the students to the topic and activities that they would do.

“Alright students, kita masih akan melanjutkan belajar writing hari ini (we will continue learning writing today). Do you still remember what we had learnt last meeting? Masih ingat ga kemaren belajar apa?” asked the researcher. Some of the

students answered “descriptive text Mister.” “Yes, right. Today, kalian akan belajar cara mendeskripsikan sekolah kalian dalam tulisan (today, you are going to learn to describe your school in writing).

After explaining what they were going to learn that day, the researcher gave the first exercise. In this section, the students were asked to list the facilities, things, or places in their school. This exercise was individual exercise but the students were allowed to share and ask their friends. This exercise was used to generate the students’ ideas about what they would write on the next exercise. They could use this list to make a draft later on. This exercise was followed by a further exercise in which the students were required to make some simple sentences using the data from the listing exercise.

This exercise seemed to be easy. Yet the following exercise sometimes gave bit confusion to the students. Hence, the researcher explained to the students how to make sentences just like what they had learn in the previous meeting. Furthermore, the researcher guided the students in making some simple sentences. The researcher had to guide the students from one to another.

After that, it came for the students to make their draft of describing their school. In this section, the researcher asked the students to use the data and some sentences that the students had made in the previous. The researcher then gave a piece of paper to each student to make a draft. Then the researcher asked the students to start writing.

This section was the longer session that the researcher had to give more guidance and assistance to the students. The researcher had to walk from one chair to another to answer the students’ question. Some of the students, especially the girl, didn’t find serious problem in making the draft. Some of the boys were difficult to handle that the collaborator and the teacher helped the researcher to manage the class.

After all the students had finished, the researcher asked the students to submit their work on the teacher desk. Since the bell had rung, the researcher gave conclusion and reflection toward the activities that had been done. Then, the researcher ended the class.

FIELD NOTES

5

DATE: Friday, May 17th 2013

TIME: 09.55 – 11.15

PLACE: The classroom of VII D

ACTIVITY: peer-feedback activities

As the bell rang, the researcher along with the teacher and the collaborator entered the class. As usual, the students greeted them: “Good morning Ma’am, Good morning Mr. Agus and Mrs. Wati”. Then, the researcher took the place to handle the class. The researcher told the students that they would learn how to give some feedback to their friends’ work.

First, the researcher gave explanation about what feedback is. The researcher told the students that feedback could not only come from their teacher but also from their peer. Hence, the researcher added that the students can obviously learn from the others.

After giving explanation, the researcher gave some exercise to warm up and build their background knowledge on giving feedback. The researcher gave exercise

which had to be done individually. In this session, the students were given a piece of paper contained several sentences. The students were to find and identify whether the sentences were right or wrong. If the sentence was wrong, the students were asked to revise it. Some students were still confused and had no idea what they had to do. Hence, the researcher gave guidance and assistance to the students. Besides to help the students to do the exercise, the guidance and assistance could also strengthen the students' concept on feedback.

After all the students had finished doing the exercise, the researcher took a minute to check the students' work. The researcher used the LCD so that everyone could follow and know whether his or her work was right or wrong. After that, the researcher told the students that they would do peer-feedback activities. Once again, the researcher gave some explanation about peer-feedback and what they would do during the activities.

After giving the explanation, the researcher gave several pieces of paper to each student. They were the feedback checklist that would be used in the activities. After that, the researcher divided the class into several groups. Each group consisted of 4 students. The students, then, were given a draft that had been written by their friends in the previous meeting, each student got one draft. Then, the students were asked to check their friend's work first to find some mistake such as incorrect spelling, grammar, etc. and fill the feedback checklist. After that, the students were asked to give written opinion and suggestion to their friend's work. Besides that, since they work in a group though they had a draft for each of them, they might ask for help to their friends in the group.

In doing these activities, many students were still confused and the researcher had to come to one group and then walk to the other group. There was one group that did nothing, and the researcher had to give extra attention to this group. "lhoh kok malah diem aja, come on do the exercise" asked the researcher. "bingung Sir, belum

tahu harus ngapain” answered the student. “kan tadi udah dikasih penjelasan Mad, okay, coba sekarang kalian perhatikan masing-masing draft yang sudah kalian dapat. Ganish dapet punya siapa?” asked the researcher. “punyane Astrid Pak” answered the student. “nah, coba sekarang kalian perhatikan satu persatu kalimatnya, ada yang salah ga? Kalau ada nanti digaris bawah ya, biar temen kalian tahu mana yang kalian koreksi” said the researcher. “after that, you have to fill this checklist, kalian harus ngisi checklist ini, dicentang saja. Okay? Nanti Mister kesini lagi. Just try first” added the researcher.

This section needed more time compared to the other session. Besides that, it needed more guidance from the researcher. The researcher had to do a little bit harder in handling the class in this section since there were many question from the students regarding the activity. However, almost all the students were very active and enjoyed the activities so far.

Then, the researcher reminded them that they still had one more activity. The researcher gave explanation about what the students had to do while giving their own draft back to be revised.” So now, you have to revise your draft, sekarang kalian harus merevisi draft kalian tadi yang sudah diberi feedback oleh teman kalian, dan kalian bisa menggunakan feedback tadi sebagai pertimbangan dalam merevisi. Okay, do you get my point? Kalian tahu maksud saya?” asked the researcher. “jadi nulis lagi ini mister?” asked the student. “yes, right. Ditulis kembali dikertas yang saya kasih tadi. Direvisi atau diperbaiki ya kids” said the researcher.

The researcher, then, asked the students to start writing and making the final draft. The researcher, just like in other sessions, had to walk from one group to another to supervise and give guidance to the students. The students seemed to enjoy the activity since they just needed to re-write their draft and make some revision. However, several students needed to get extra attention. That was why the researcher had to walk from one group to the other.

“Okay, have you done with the final draft? Sudah selesai? Jika sudah submit it on my desk. Dikumpul dimeja saya” said the researcher. Some students had finished their job, yet several students still wrote their draft. “Septi, coba perhatikan ini. Kalimat yang ini (pointing to one sentence) pakainya at apa on?” asked the researcher. “saya pakai at tapi digaris bawah sama temen pak” answered the student. “terus kira-kira mana yang bener?” asked the researcher. “temen saya Mister” answered the student. “nah, so kamu juga bisa belajar dari temanmu kan Sep? sebaliknya juga temanku bisa belajar dari kamu juga, okay?” said the researcher. “iya mister” said the student.

After all the students had finished and submitted their work, the researcher gave a sum up regarding what they learn that day. After that, the researcher told the students the reason why he this activity could help the students in learning to write. Since the time was over and the bell had rung, the researcher ended the class.

FIELD NOTES

6

DATE: Monday, May 20th 2013

TIME: 08.20 – 09.55

PLACE: The classroom of VII D

ACTIVITY: Text identification

The bell rang and the students rushed to their class. The researcher followed by the English teacher and the collaborator entered the class. After greeting the students, the researcher led the students to pray. After that, the researcher called the

students' roll. Then, the researcher started the lesson by asking some questions. "okay. Sebelum kita mulai pelajarannya, I want to ask some questions. Do you have an idol? Kalian punya idola tidak?" asked the researcher. The students answered by saying several names of singers, actors and actress, football players, etc. Then the researcher asked what the students' idols look like. And then, it followed by the researcher statement that they were going to learn how to describe their idols and make descriptive text about them.

The researcher then gave explanation to the students. The researcher gave several descriptive texts about several actor and actress. The researcher asked the students to identify the texts. "coba lihat, beda tidak dengan teks tentang sekolah yang pernah kita pelajari?" asked the researcher. "Beda Mister" said the students. And then, the researcher explained the students what were the differences between the previous text and the texts they were facing that day.

Then, the researcher gave a piece of paper to each student. The piece of paper contained several adjective words. The students were asked to find the adjective words that were on the text. And then, they had to find the meaning of the words. After that, the researcher taught them about simple present tense using adjective words. And then, the students had to make several sentences using the adjective words. Then, the researcher walked around the class to supervise and give guidance to the students. After that, the researcher asked some students to write their work on the white board so that the other students could see.

After that, the researcher gave the next activity. The researcher gave a descriptive text about Emma Watson, and the students were asked to identify the text and to list the adjective words from the text. "Okay, for the next activity, coba kalian identifikasi mana yang introductory paragraph, dan mana yang main partnya atau descriptionnya" asked the researcher. The activity was easy to them. And then after

that, the researcher also made the list on the white board and then he asked several students to continue the list on the white board.

“Okay, so how was the task? Jadi gimana latihannya tadi? Easy or difficult?” asked the researcher. “Easy Mister” said the students. “Nah, let’s go to the next activity” said the researcher. And then, the researcher gave a piece of paper contained an exercise to each students. In this section, the students were asked to complete the blank paragraph. And the text was still about a famous singer.

The researcher walked around the class from one table to another to supervise and to give guidance to the students. They enjoyed the activity and were enthusiastic. However, there were still several students who found difficulties in doing the activity. And the researcher had to give more guidance to them by asking several question related to the text to stimulate the students’ thinking.

After all the students had finished their work, the researcher asked the students to answer the questions one by one. There were many volunteers who want to answer the question. Then, the researcher and the students check the answers together. After all the activities had finished, the researcher gave conclusion and reflection toward the activities that had been done. Before ending the class, the researcher reminded the students to bring their idols’ pictures for the next meeting. Then, the researcher ended the class.

FIELD NOTES

7

DATE: Thursday, May 23rd 2013

TIME: 11.30 – 12.50

PLACE: The classroom of VII D

ACTIVITY: Draft making

When the bell rang, the students rushed to their class. The researcher followed by the English teacher and the collaborator entered the classroom. The students greeted them and then the researcher responded the students. After that, the researcher called the students' roll.

Before starting the lesson, the researcher asked the students to recall what activities that they had done in the previous meeting. Then, the researcher related the previous meeting with the upcoming activities for that day. After relating the previous meeting activities with the activities that they would do that day, the researcher explained what activity they would do first. "Alright students, do you bring the pictures of your idol with you? Kalian bawa gambar idola kalian kan?" "Yes Sir, bring. Bawa Sir" answered the students. Then the researcher took a look to several pictures that the students had brought and asked several questions about the pictures. "Who is this?" asked the researcher. "Irshadi Bagas Mister" answered the student. "Actor or singer?" asked the researcher. "Actor in sinetron Mister" answered the student. "Alright" said the researcher.

The students were a bit noisy that the researcher had to draw their attention. "Okay students listen up please, karena kalian sudah membawa gambar idola kalian, kita akan mulai tugas pertama kalian hari ini (because all of you have brought the

pictures of your idol, we will start our first activity today). Are you ready?" said the researcher. "Yes Sir" answered the students.

Then the researcher gave explanation of what they would do in the first activities. In the first activity, the students were asked to list the physical appearance and the character of their idol. The researcher gave a piece of paper to each student contained some tables. The tables were to be filled with the list of adjective words of the students' idol. During the activity, the researcher reminded the students about the last meeting activity regarding the use of adjective words to describe character and physical appearance of a person. "Alright students, untuk mengerjakannya kalian lihat ke gambar idola kalian (To do the activity you can look at the pictures of your idols.). Kalian bisa lihat rambutnya seperti apa, matanya sipit atau tidak, atau kulitnya putih atau tidak (You can see what their hair look like, their eyes slanting or not, or their skin white or not).

The researcher, as usual, walked from one table to another to give guidance to the students. Some of them asked several questions. "Mister, kalau rambutnya ngombak tu bahasa inggrisnya apa Mister?" asked the student. "Ngombak kan bergelombang Yu, coba kemarin rambut bergelombang bahasa inggrisnya apa?" answered the researcher. "Lupa Mister" said the student. "Kertas yang kemarin yang ada table nya kamu bawa ga Yu? Ada kok disitu. Coba di cek" said the researcher. Then the student took a piece of paper from his bag and checked it. "Oh.. Wavy ya Mister?" asked the student. "Nah right. Go on Bayu. Dilanjutnya tugasnya" said the researcher. Several students also asked questions and the researcher had to guide them finding the answers.

After that, the researcher asked the students to do the following activity. The students were asked to make several sentences from the list that they had done. The students made two or three sentences after getting guidance from the researcher.

Then, the researcher asked several of them to write their answers on the white board. And then, the researcher and the students corrected the answer together.

After that, the researcher told the students about the next and the last activity for that day. The next activity was the draft making. The students were asked to make a draft describing their idol. The researcher gave a piece of paper to each student to write their draft on. The researcher told them that they could see the sample texts, the list, and the pictures of their idols to help them make the draft. “Okay listen up. Kalian bisa liat contoh descriptive texts di LCD. List-nya tadi juga dipakai dan perhatikan lagi gambar idola (You can see the sample descriptive texts on LCD. Don’t forget to use the list and pay attention to your pictures)” said the researcher.

Then, the students started to make their draft. As usual, the researcher supervised them and gave guidance to the students. Some of the students didn’t start to write their draft. They were just chatting with their mate. “Kok belum mulai Wan? Yang lain udah mulai. Come on” said the researcher. “Bingung Mister” said the students. “Coba liat. Idolamu kan Chester Bennington kan? Liat contohnya first paragraph tu tentang apa Wan?” asked the researcher. “Pengenalannya Mister” said the student. “Nah, yang dikenalkan apa biasanya?” asked the researcher. “Nama lengkapnya Mister” answered the student. “Terus apalagi? Ada tanggal dan tahunnya itu?” asked the researcher. “Tanggal lahirnya bukan Mister?” answered the student. “Nah, tahu tanggal lahirnya Chester to?” asked the researcher. “Tau Mister kemaren wes nyari di internet” said the student. “Nah, lanjutke Wan” said the researcher.

Some students also asked for guidance to the researcher. Hence, the draft making activity took more time than the previous activities. Though they seemed a bit confused, they enjoyed the activity. After all the students had finished the activity, the researcher asked them to submit their works on the table. Not long after that, the bell rang. The researcher gave some conclusions and reflection on what they had done that day. Then, the researcher ended the class.

FIELD NOTES

8

DATE: Friday, May 24th 2013

TIME: 09.55 – 11.15

PLACE: The classroom of VII D

ACTIVITY: Peer-feedback activities

As the bell rang, the researcher along with the teacher and the collaborator entered the class. All the students stood up and greeted the researcher and collaborators. Then, the researcher called the students' roll to make them ready for the class. After that, the researcher told the students what they would do that day. The researcher told that they would do the peer-feedback activity just like what they had done before. "Okay students, today kita nanti akan belajar memberi tanggapan seperti yang pernah kita lakukan beberapa waktu lalu. So, nanti Mister akan mengembalikan draftnya yang kemaren. Tapi sebelumnya, kita pemanasan dulu okay?" said the researcher.

Then, the researcher gave a piece of paper to each student as their first exercise that day. The exercise was about identifying sentences. The students were asked to identify the sentences to find whether the sentences were correct or wrong. If the sentence was wrong, the students were asked to revise and write the right answers. The researcher asked the students to work in a group of four. Though every student got one piece of paper, the group work was expected to help the students share and discuss with their friends. Besides that, the researcher also gave guidance to the students by walking around the class and responding the students' questions.

"Mister, yang number three gimana Mister?" asked one of the student in a group. "Coba kira-kira itu yang salah yang mana Des? Kata kerjanya apa disitu?" said

the researcher. “Yang living ini bukan Mister?” said the student. “Nah betul, terus kalau living harus diikuti to be atau tidak? Iya apa enggak Des, Astrid?” said the researcher. “Kayaknya iya Mister” said the other student in the group. “Terus, subjectnya kan He kan? To be yang tepat apa?” said the researcher. “Is Mister” said the student. “Good, nah itu bisa. Jadi gini, itu kalimatnya bisa punya dua jawaban. Yang pertama yang saya bilang tadi kan jadi He is living. Nah yang satunya itu bisa langsung He lives in New York. Okay, go on with your work”

The researcher also gave guidance to other groups. Then, after all of the students had finished the exercise, the researcher and the students corrected their works together. The researcher used LCD to show the right answer. However, in correcting the answers, the researcher led the class to discuss whether the answers were right or wrong. Hence, the students who answered the question wrong could know his or her mistake and learn from that. After the students seemed ready to do the next activity, the researcher told the students about the next activity that they would do.

The researcher asked the students whether the peer-feedback activity helped them in revising their draft. “Alright students, let me ask you a question. Kemaren kan udah ngasih tanggapan ke teman kalian dann juga dapet tanggapan dari teman kalian. Menurut kalian itu membantu kalian ga sih pas revisinya?” asked the researcher. Most of the students said that the peer-feedback activity helped them in revising their draft. Hence, the researcher motivated the students to do the peer-feedback activity toward their latest draft.

After that, the researcher gave their draft back randomly. The researcher made sure that no student got their own draft. Then, the researcher gave several pieces of paper to the students containing the guidelines to do the peer-feedback activity. Then, the researcher divided the class into groups of four. The researcher told the students that the group was to help them share and discussed the draft that they identified.

After that, the researcher told the students that they could start the activity. The students then began to read their friends' drafts to identify them. As usual, the researcher supervised the students' activity and guided them.

The students were so active that they asked many questions to the researcher. "Mister, yang ini gimana Mister? Yang benar itu pake 'has' atau 'have'?" asked the students. "Coba liat subjectnya siapa dan ada berapa" said the researcher. "subyeknya He Mister" said the student. "Nah, subyeknya He kan? Dan Cuma satu kan? Terus yang tepat pakai apa?" said the researcher. "Have bukan Mister?" said the student. "Pakai 'Have'? coba tanya temen satu group mu" said the researcher. Then, the students asked their friends in the group and came back to the researcher. "hehe ternyata yang benar 'has' Mister" said the student. " Nah, itu sekarang tahu. Jadi has itu buat siapa aja Dian? Dan Have itu buat siapa saja?" asked the researcher. "Kalok 'has' itu buat he, she, it kan Mister. Terus yang 'have' itu buat Dewi ayu. They, we, I, you Mister" answered the student. "Nah, udah tahu kan sekarang Dian. Ada lagi Dian, 'has' itu kalau subject nya Cuma satu. Nah, kalau lebih dari satu pakai 'have'" said the researcher.

The students were enthusiastic in revising their draft since they got used to their friends' feedback toward their draft. Although some students found that their friends' suggestions or corrections on their draft did not fit enough, most of them appreciated what their friends had given to them. When the students were confused with the feedback from their friends, they would ask their friends directly or ask the researcher instead.

After all the students had finished revising their draft, the researcher asked the students to submit their works on his table. After that, the researcher led the students to conclude and reflect what they had done that day. Besides that, the researcher also led the students to recall what they had done during learning writing with the researcher. The researcher underlined a statement that by doing the peer-feedback

activities, including discussing, sharing, giving suggestion, etc. the students could improve their abilities not only in writing but also in the other skills of English. After that, the researcher led the students to pray and ended the class.

FIELD NOTES

9

DATE: Monday, May 27th 2013

TIME: 08.20 – 09.55

PLACE: The classroom of VII D

ACTIVITY: Post test

As the bell rang, the researcher entered the class followed by the teacher and the collaborator. All the students stood up and greeted the researcher and partners. After responding the students' greeting, the researcher led them to pray before the class started. After that, the researcher called the students' roll. Then, the researcher said few words to summarize what they had been learned for couples of day. The researcher motivated the students by giving appreciation to their work and also their willingness to learn. The researcher then asked them to make a descriptive text about their house, but this time, the researcher asked the students to make the best one, even far better than that in the pretest.

Before starting the activities, the researcher gave a piece of paper to each student. Furthermore, the researcher reminded the students about what they had learned and to use them in doing the posttest. "Don't forget to write your name and students number. Jangan lupa nama dan nomor kalian ya" said the researcher.

After all the students had their paper, the researcher asked them to start

writing. Then, the students started to write their descriptive text. The students began to write yet some of them were still talking with their friends. The researcher needed a little bit time to handle the class. “ngobrolnya diterusin nanti, sekarang kita ngerjain tugasnya dulu” said the researcher.

The researcher walked from one chair to another to check the students’ activity. Many students did not find any difficulty, yet some of them still stuck with their ideas or how to write them down. Hence, the researcher reminded the students about what they had learned in the previous meeting. It was to stimulate the students, so they could recall what they had learned before.

The bell for the break had rung. The researcher asked the students to take the break and to not come back to class late. Some of the students went to the cafeteria to get some drinks and meal. The researcher had some talks with the other students who stayed in the classroom. He asked about what they had learned, how they felt about their learning, and about what progress that they had made in writing. Some of them said that they were happy to learn English by discussing with their friends. They liked the peer-feedback activities in learning writing. Besides that, the activities that had been done had helped them to improve their English in several aspect, especially in their grammar mastery.

Then, after the break was over, the researcher asked the students to continue their work. Then for about fifty minutes almost all the students had finished their writing. After all the students had finished, the researcher asked the students to submit their writing. After that, the researcher gave few words to motivate them in learning English. Since it was the last time for the researcher to teach them, he said his gratitude and appreciation to the students. After the bell rang, the researcher ended the class.

INTERVIEW GUIDELINE

For the English teacher

Before the implementation (in the planning)

1. What are the students' difficulties in writing?
2. How is your opinion about the use of peer-feedback method in improving students' writing ability?
3. What kind of activities do you think suitable to solve the students' difficulties in writing?

After the implementation

1. How is your opinion about the implementation?
2. Is there any suggestion for the next implementation?
3. Do you think the students are motivated and confident in writing?
4. What do you think about the activities?
5. What do you think about the media used in the implementation?
6. What do you think about the students' interaction in the teaching-learning process?

For students

Before the implementation

1. Apa kesulitanmu dalam menulis?
2. Bagaimana cara guru mengajar selama ini?
3. Apakah kamu mengetahui tentang descriptive texts?

After the implementation

1. Bagaimana pendapat kalian tentang kegiatan memberi tanggapan kepada temanmu?
2. Bagaimana pendapat kalian tentang aktivitas yang dilakukan tadi?
3. Apakah kalian senang?
4. Menurut kalian, apa yang kurang dalam kegiatan peer-feedback tadi?
5. Apakah kalian terbantu dalam menulis?
6. Bagaimana menurut kalian media yang digunakan?

For the collaborator

After the implementation

1. How is your opinion about the implementation?
2. Is there any suggestion for the next implementation?
3. Do you think the students are motivated and confident in writing?
4. What do you think about the activities?
5. What do you think about the media used in the implementation?
6. What do you think about the students' interaction in the teaching-learning process?

Interview Transcript 1

Monday, May 6th 2013

Library

R : Researcher

ET : Teacher

R : “Bu, kalau saya pengen penelitiannya tentang writing bu. Jadi tentang kemampuan menulis anak-anak dalam bahasa Inggris.”

ET : “bagus itu mas, mau penelitian dikelas mana saja?”

R : “Cuma satu kelas kok bu, dikelasnya amevia. Kelas 7 D.”

ET : “oh ya mas. Tidak dua kelas saja? Nanti bisa dibandingkan kan mas antara dua kelas itu.”

R : “tidak bu, saya mau focus ke satu kelas saja.”

R : “bu kalau selama ini kesulitan anak-anak dalam menulis apa bu?”

ET : “ya klasik mas, masih cara tulisnya apalagi spellingnya mas. Penggunaan to be aja masih belum lancar juga.”

R : “ Berarti itu lebih ke masalah grammarnya ya Bu?”

ET : “Iya mas. Anak-anak masih kesulitan dalam membuat atau menyusun kalimat yang benar.”

R : “ kalau masalah pencarian ide menulis gimana bu? Apa ada masalah?”

ET : “Kalau masalah pencarian ide anak-anak masih belum terlalu lancar mas. Mereka kadang masih bingung dan cuma nyontoh temen-temennya.. Baru beberapa anak yang kadang udah bisa nyari ide dikit-dikit. Tapi kebanyakan masih harus dituntun”

R : “kalau masalah percaya dirinya dalam menulis gimana bu? Apa anak-anak juga seneng nulis dalam bahasa Inggris?”

ET : “kalau soal seneng pastinya yang cewe mas yang suka nulis. Jadi kalau ada

tugas nulis biasanya yang cewe yang lumayan semangat. Kayak tadi pas KBM kan kelihatan kalau yang cewe yang lebih bias focus buat nulis”

R : “kalau yang cowo gimana bu?

ET : “ya kayak gitu mas. Kalau cowo terutama yang kelas D itu ada beberapa yang males nulis. Kemaren juga ada tugas menulis sebagai PR dirumah. Mereka banyak ngambil dari internet. Tapi saya tahu kok mana yang copy paste mana yang tidak”

R : “jadi kalau masalah dalam menulisnya tadi ada tentang grammar, spelling, dan mencari ide ya bu? Kalau vocabulary nya gimana bu?

ET : “kalau masalah vocabulary, mereka memang masih minim kosakatanya mas.”

R : “tadi pas KBM kelihatannya anak-anak seneng ya bu kalau ngerjain tugasnya dalam kelompok.”

ET : “iya mas, tapi juga ada beberapa yang ga ikut kerja. Tapi emang mereka seneng kalau kerjanya dalam kelompok.”

R : “besok kalau saya pake kelompok tapi agak campur cewe dan cowo gimana bu?”

ET : “gapapa mas, malah mereka mungkin bias lebih focus dan ikut kerja kan mas.”

R : “ bu, untuk penelitiannya saya mau memakai metode peer feedback bu. Jadi anak-anak nanti mendapat dan menerima feedback atau tanggapan terhadap hasil tulisan mereka oleh teman-temannya bu.”

ET : “ bagus sih mas, tapi kira-kira nanti agak berat tidak buat anak-anak memberi tanggapannya?”

R : “ada guideline nya bu, dan nanti juga mereka memberi tanggapannya dalam kelompok bu, jadi semoga mereka bias sharing pas ngasih tanggapan buat temannya.”

R : “nanti metode peer feedback ini kan masuk kedalam step menulis bu. Dibagian revise nya. Mudah-mudahan bias berhasil ya bu.”

ET : “Ya mas. Bagus kalau seperti itu mas. Semoga nanti ini bisa membantu anak-anak dalam belajar menulis. Nanti Insya Allah saya siap membantu.”

ET : “nanti kolaboratornya sama mba wati?”

R : “iya bu. Minta masukannya nanti tiap kegiatan nggih bu.”

ET : “Insya Allah mas”

Interview Transcript 2

Friday, May 10th 2013

Classroom VII D

R : Researcher

S : Student

R : “Bay bisa minta waktunya sebentar?”

S : “bisa mas, mau apa e mas?”

R : “Cuma mau tanya-tanya kok bay. Kamu suka pelajaran bahasa inggris ga Bay?”

S : “suka mas. Tapi ga inter aku bahasa inggris e.”

R : “kalau pas disuruh nulis dalam bahasa inggris kesulitanmu apa Bay?”

S : “ga tau artine mas. Terus masih sering bingung apa itu to be nya juga.”

R : “terus selama ini gurunya ngajarnya gimana? Enak ga?”

S : “enak sih mas. Cuma bosen wong sering pake nya LKS.”

R : “sering pakai LCD ga buat ngajarnya Bay?”

S : “Jarang mas.”

R : “Gitu ya. Kalau kamu tau descriptive text ga Bay?”

S : “Yang menceritakan benda bukan mas?”

R : “iya. Yang mendeskripsikan benda. Ya sudah kamu lanjutin maennya. Thanks ya Bay.”

S : “oke mas.”

Interview Transcript 3

Monday, May 13th 2013

Classroom VII D

R : Researcher

S : Student

R :”Hasna, tadi gimana pelajarannya? Gampang kan?”

S :”Kalau pas ngurutin paragrafnya sih gampang Mas. Yang paragraf yang satunya tadi lho angel e.”

R :”paragraf rumpang tadi ya Has?”

S :”Iya mas. Tadi lumayan susah e.”

R :” Itu kan ada pilihannya kan Has.Nah dibanyakin latihannya ya Has.”

Interview Transcript 4

Monday, May 13th 2013

Classroom VII D

R : Researcher

S : Student

R :”kalau kamu gimana Trid tadi pas pelajarannya?”

S :”Lumayan susah Mas. Tapi bisa kok tadi Mas pas ngisi paragraph yang bolong-bolong tadi.

R :”tadi diskusi ga sama temennya Trid?”

S	: "diskusi Mas tadi sama Desi."
R	: "Bagus kalau gitu. Makasih ya buat waktunya."
S	: "Iya Mas."

Interview Transcript 5

Monday, May 13th 2013

Classroom VII D

R : Researcher

ET : Teacher

R : "Bu, kalau exercise yang pas mereka mengurutkan paragraph bagaimana bu?"

ET : "Itu bagus lho mas. Iya bagus. Soalnya kan itu bisa membantu anak-anak dalam mengerti teks descriptive nya. Jadi mereka bisa tahu urutan yang pas dan benar itu pas mendeskripsikan itu seperti apa."

R : "Jadi ada manfaatnya kan Bu? Terus yang kegiatan selanjutnya tadi bagaimana bu?"

ET : "Iya mas. Yang pas mengisi paragraf rumpang tadi kan mas? Itu pas banget tadi mas. Anak-anak bisa belajar grammar juga kan dari sana. Apalagi tadi juga Mas Agus sudah memberi materi tentang grammar kan, jadi bisa langsung mereka praktekan.

R : "Jadi pertemuan pertama ini sudah beres kan Bu? Ada saran buat pertemuan kedua Bu?"

ET : "Yang besok kegiatannya mau apa mas?"

R : "Besok lebih fokus buat pencarian ide menulisnya Bu. Terus nanti mereka bikin draftnya."

ET : "Oke. Sepertinya kita lihat dulu besok seperti apa mas."

R :”Baik Bu. Terimakasih nggih Bu.”

ET :”Sama-sama Mas.”

Interview Transcript 6

Thursday, May 16th 2013

Classroom VII D

R : Researcher

S : Student

R :”Tadi gimana bikin draftnya Dan? Bisa kan?”

S :”Lumayan bisa Mas. Cuma kadang tu bingung yang mau ditulis apa Mas.”

R :”lhoh tadi kan udah nyatet ide yang mau ditulis dulu kan Dan?”

S :”Iya Mas. Kebantu sama listnya tadi Mas. Tapi masih bingung.”

R :”Dibanyakin latihan lagi ya Dan”

S :”Iya Mas.”

Interview Transcript 7

Thursday, May 16th 2013

Teachers office

R : Researcher

ET : Teacher

R : "Tadi bagaimana Bu pas kegiatan pencarian ide nya?"

ET : "Sudah bagus Mas. Tapi sepertinya tadi kelamaan ya Mas kegiatannya."

R : "Iya sih Bu. Tadi meng-handle anak-anaknya agak kesusahan. Banyak yang tanya dan minta bantuan Bu. Tadi juga nyuruh anak-anak buat fokus juga agak susah Bu."

ET : "Tetapi bagus kan Mas. Mereka banyak nanya karena antusias berarti Mas. Njenengan kan masih muda jadi masih gesit kalau harus muter-muter kelas membantu anak-anak pas nulisnya."

R : "Iya Bu. Lumayan keteteran juga Bu. Makasih nggih Bu."

Interview Transcript 8

Friday, May 17th 2013

Classroom VII D

R : Researcher

S : Student

R : "Erika, boleh minta waktunya bentar?"

S : "ameh ngopo mas? Hehe"

R : "Cuma tanya-tanya bentar kok, sambil makan juga gapapa."

S : "iya mas, tapi ga usah direkam lho mas"

R : "ya udah hapenya tak matiin"

R : "tadi gimana pelajarannya bareng sama mas? Beda ga dari biasanya?"

S : "beda mas, tadi kok pake kaya kuesioner mas?"

R : "itu tu aturan buat ngasih pendapatnya Er. Tadi gimana pas dapet tanggapan dari temenmu?"

S : "enak sih mas, bias tau mana yang salah."

R : "tadi kamu banyak salahnya dimana?"

S : “Cuma salah pas harusnya are tapi pake is mas, sama katanya tadi tulisanku kurang jelas. Hehe”

R : “enak gak lok ada yang kasih tanggapan ke tulisanmu Er.?”

S : “enak mas, jadi pas benerin tu bias tau mana yang harus dibenerin.”

R : “tadi kamu juga ngasih tanggapan buat temenmu kan?”

S : “iya mas, bingung je tadi ngasih tanggepannya. Tapi pas ngasih beberapa koreksi enak kok mas.malah jadi tau yang bener tu aku apa temenku mas.”

R : “tapi lok ngasih tanggapan ga boleh yang nyakitin hati lho Er.”

S : “iya mas.”

Interview Transcript 9

Friday, May 17th 2013

Teachers office

R : Researcher

ET : Teacher

R : “Bu, menurut Ibu tadi gimana aktifitas di Cycle I bu?”

ET : ”Bagusmas, tapi memang harus lebih extra membimbing anak-anak ya mas.”

R : “iya bu, kan anak-anak belum terlalu terbiasa dengan metode ini bu. Terus kalau kegiatan belajarnya tadi bagaimana bu?”

ET : “sudah cukup bagus proses writing nya mas. Tapi kemaren tadi ada beberapa exercise yang terlalu lama mas. Jadi anak-anak kadang kehabisan waktu. Dibuat lebih simple saja mas”

R : “Iya bu. Soalnya tadi pas generating ideas bu. Agak keteteran pas membimbing anak-anak tadi. Soalnya kan mereka punya ideas masing-masing bu. Besok saya buat lebih simple saja bu.”

R : “Kalau menurut ibu, peer-feedback tadi bisa membantu anak-anak dalam menulis tidak bu?”

ET : “bisa mas. Metodenya bisa digunakan. Pas revisi kan mereka bisa mengambil saran dari teman-temannya mas. Membuat mereka lebih terbuka lagi.”

R : “kalau tentang interaksi anak-anak saat KBM gimana?”

ET : “tadi anak-anak juga aktif tanya-tanya kan mas. Mereka excited sepertinya mas. Apalagi tadi pakai LCD kan mas. Mereka memang suka kalau pelajarannya pakai LCD.

R : “jadi kalau masalah media dan interaksinya tidak masalah ya Bu.”

ET : “tidak mas. Sudah bagus tadi mas.”

R : “Berarti sudah bisa lanjut ke Cycle dua kan Bu.”

ET : “Bisa mas, udah kelihatan kemajuannya kok mas. Jadi bisa dilanjutkan ke cycle selanjutnya.”

R : “Ada saran buat cycle kedua Bu?”

ET : “Dinaikkan levelnya saja mas. Mungkin dengan tema dan topic yang berbeda. Tapi lebih menarik buat anak-anak.”

R : “terimakasih Bu.”

Interview Transcript 10

Friday, May 17th 2013

Library

R : Researcher

C : Collaborator

R : “gimana tadi wat aku ngajarnya?”

C : “udah bagus kok. Emang harus extra yo guiding anak-anaknya. Tapi pas dijadiin group pas ngasih feedback tadi bagus kok. Mereka bisa saling tanya ke teman se-group kan pas ngasih feedbacknya.”

R : “ya Alhamdulillah tadi aku liat juga gitu kok. Lumayan seneng aku litany.”

C : “tapi tadi bener kata Bu Dewi tadi. Pas generating ideasnya agak kelamaan. Nanti ndak anak-anak kemepeten pas bikin draftnya Gus.”

R : “nah itu. Besok tak buat simple aja yo. Nek media nya gimana Wat?”

C : “pas banget tadi kamu pakai LCD jadi selain handout, anak-anak bisa melihat ke materi yang sama dari LCD nya Gus.”

R : “kalu interaksinya anak-anak gimana pas pelajaran tadi?”

C : “banyak yang aktif kok. Tadi kan banyak juga yang tanya-tanya kan. Basically, anak-anaknya memang aktif sepertinya.”

R : “Kalau kemaren pas listing gimana wat?”

C : “Udah bagus kok. Itu kan bisa membantu anak-anak mengumpulkan ide mereka mau mendeskripsikan apanya.”

R : “Ada saran buat cycle kedua ga Wat?”

C : “Kalau methodnya kan udah bagus, mungkin lebih ke level kesulitannya aja yang dinaikkan. Dan waktunya dimanage lagi.”

R : “Ok. Makasih wat”

Interview Transcript 11

Monday, May 20th 2013

Classroom VII D

R : Researcher

S : Student

R : "Tadi gimana pelajarannya Hes?"

S : "Enak Mas. Tadi ada penyayi favorit saya Mas. Personel nya One Direction."

R : "Terus tadi latihan-latihannya gimana Hes?"

S : "Pas nyari ciri-cirinya tadi lumayan gampang Mas."

R : "Terus paragraph rumpangnya gimana? Bisa ngerjainnya kan?"

S : "Yang itu lumayan susah Mas."

R : "Tapi bisa ngerjainnya kan Hes?"

S : "Iya Mas. Tadi juga aku nanya-nanya sama temen yang lain Mas. Jadi kayak diskusi gitu Mas."

R : "Good job."

Interview Transcript 12

Monday, May 20th 2013

Library

R : Researcher

ET : Teacher

R : "Tadi bagaimana Bu saya ngajarnya? Ada kritik dan saran mungkin Bu."

ET : "Sudah bagus kok Mas. Ya Cuma sabar saja pas membimbing anak-anaknya. Pas mencari ciri-ciri fisiknya dan karakter sudah bagus Mas. Pertemuan besok mereka bawa gambar idola mereka kan?"

R : "Iya Bu. Tadi sudah saya minta mereka buat membawa gambar dan juga mencari informasi dasar tentang idola mereka. Berarti sudah beres kan Bu untuk hari ini?"

ET : "Iya Mas."

R : "Terima kasih Bu."

ET : "Sama-sama Mas."

Interview Transcript 13

Thursday, May 23rd 2013

Classroom VII D

R : Researcher

S : Student

R : "Gimana Bay tadi bikin draftnya tadi?" kamu tadi mendeskripsikan siapa?"

S : "Messi Mas. Tadi lumayan bisa kok Mas. Ada gambarnya jadi gampang bikinnya."

R : "Berarti gambarnya membantu pas nyari ide buat nulisnya kan Bay?"

S : "Iya Mas. Ya walaupun tadi masih nanya juga sama temen-temen."

R : "terus dah hafal belum kata-kata sifatnya?"

S : "Yang susah tu yang fisiknya Mas. Jenis-jenis rambutnya banyak ya Mas."

R : "Iya Bay. Berarti kan harus banyak latihannya Bay."

S : "Iya sih Mas."

Interview Transcript 14

Thursday, May 23rd 2013

Classroom VII D

R : Researcher

ET : Teacher

R : "Bu Dewi tadi bagaimana saya ngajarnya?"

ET : "Tadi sudah bagus dan pas Mas. Anak-anak agak kesulitan pas bikin draftnya tapi kan memang level nya naik dan juga topiknya sudah beda juga."

R : "Iya Bu. Guidancenya juga nambah lagi ini Bu."

ET : "Tapi tadi anak-anak sudah lancer dan cara mereka diskusi dan sharing juga sudah meningkat Mas."

R : "Makasih Bu atas pendapatnya."

ET : "Iya Mas."

Interview Transcript 15

Friday, May 24th 2013

Classroom VII D

R : Researcher

S : Student

R : "Zan, mau tanya – tanya sebentar boleh?"

S : "boleh mas."

R : "tadi gimana pas pelajarannya? Kegiatannya enak ga?"

S : "enak mas, ga kayak biasanya mas."

R : "ga kayak biasanya maksudnya gimana Zan?"

S : "ya kan biasanya ga kayak tadi mas, tadi pakai LCD, terus tadi juga ngasih tanggapan ke temen mas.jadi lebih variatif mas"

R : "tadi gimana pas ngasih tanggapan ke temenmu?"

S : "ya agak susah sih mas tapi bias kok tadi ngasih tanggapannya."

R : "menurutmu gimana tentang ngasih tanggapan ke temenmu?"

S : “bagus sih mas, jadi kayak saya bias ngasih saran sama temen mas. Sama pas tadi neliti punya temen kan juga bias lihat mana yang bener dan salah mas.”

R : “tadi kamu juga dapet tanggapan atau saran dari temen-temenmu kan Zan?”

S : “iya mas dapet.”

R : “gimana menurutmu tentang tanggapan yang kamu dapat tadi?”

S : “tadi sangat membantu mas, soalnya kan pas disuruh memperbaiki tulisan kan jadi tahu mana yang salah. Tadi juga dibantu sama mas to pas memperbaiki nya.”

R : “jadi menurutmu apakah kegiatan tadi (memberi dan menerima tanggapan dari teman tentang tulisan) membantu kamu dalam nulis?”

S : “iya mas, sangat membantu malahan. Soalnya saya emang seneng ngasih saran sama teman mas.”

R : “oke, makasih ya Zan.”

Interview Transcript 16

Friday, May 24th 2013

Library

R : Researcher

ET : Teacher

R : “Menurut Ibu, kegiatan di Cycle II ini bagaimana Bu?”

ET : “Sudah bagus Mas. Ya.. dengan topic dan level yang lebih berbeda dari Cycle I ternyata anak-anak juga bisa menyelesaikannya. Dan saya lihat tadi bagus-bagus hasil tulisannya anak-anak Mas”

R :”Alhamdulillah Bu. Berarti metode peer-feedback ini bisa digunakan untuk meningkatkan kemampuan menulis anak-anak kan Bu?”

ET :”Iya Mas. Tadi juga anak-anak udah lancar diskusinya. Jadi semoga mereka bisa kompak dan belajar dari teman sebayanya”

Interview Transcript 17

Friday, May 24th 2013

Library

R : Researcher

C : Collaborator

R :”Wat, menurut kamu Cycle II ini gimana?”

C :”Udah bagus Gus. Anak-anak udah mulai enjoy dengan kegiatan menulisnya. Tadi juga aku lihat mereka dah mau diskusi sama temen-temennya.”

R :”Berarti kalau kegiatannya udah ga ada masalah kan? Ya ada beberapa yang masih agak susah sih ngaturnya Wat.”

C :”udah pas Gus. Latihan-latihan menulisnya dah bagus dan banak-anak bisa belajar menulis dari situ. Tahapan menulisnya juga sudah bagus. Setidaknya kan mereka udah mau ikut kegiatannya Gus.”

R :”Terus kalau habis ini posttest gimana wat?”

C :”Iya ga papa. Mereka udah siap buat posttest sepertinya.”

Interview Transcript 18

Monday, May 27th 2013
Classroom VII D

R : “Menurut kalian gimana pelajarannya selama 2 minggu ini sama Mister enak ga?”

S1 : “Enak Mister. Jadi ga gitu-gitu terus pelajarannya.”

S2 : “Iya Mister. Tadi juga seneng dibantuin temen satu group pas ngerjain tugas-tugasnya “

R : “Terus, ada kemajuan ga dengan kemampuan menulis kalian?”

S1 :”Ya jadi lebih bisa bikin descriptive text Mister. Lebih tau cara bikinnya sih”

R :”Terus grammar kalian gimana? Ada perubahan kan?”

S1 :” Ya lumayan Mas. Sudah lumayan dong kalau grammarnya.”

R :”Kalau kamu gimana Des?”

S2 :” Nek aku sih jadi lebih pede nulisnya Mister. Tahu apa yang pengen aku tulis, terus jadi suka sharing sama temen-temen Mister”

R :”Bagus. Pertahankan ya. Makasih lhoh dah diluengin waktunya.”

**THE COURSE GRID OF THE TEACHING AND LEARNING PROCESS FOR THE SEVENTH GRADE STUDENTS OF
SMP N 1 MLATI IN THE ACADEMIC YEAR OF 2011/2012**

Meeting	Standard of Competency	Basic Competence	Topic	Language Function	Language focus	Input Text	Activities	Time	Indicators
1	Expressing the meaning in the short and simple functional texts and essay in the form of descriptive and procedure in order to communicate and interact in the closest environment.	Expressing the meaning and rhetorical steps in the very short simple essay using language variation accurately, fluently, and appropriately in order to communicate and interact in the closest environment in the form of descriptive and procedure texts.	My school (descriptive text)		<p>Key vocabulary:</p> <p>Noun</p> <ul style="list-style-type: none"> - Yard - Parking lot - Classroom - Library - Etc. <p>Adjective</p> <ul style="list-style-type: none"> - Big - Small <p>Adverb</p> <ul style="list-style-type: none"> - Near - Next to - Beside - Etc. <p>Key grammar:</p> <ul style="list-style-type: none"> - Simple present 	<p>Handouts</p> <p>Slide show</p>	<p>Task 1</p> <p>The students are to identify the text regarding the generic structure of the text.</p> <p>Task 2</p> <p>The students are to re-arrange the jumbled paragraph into the correct one.</p> <p>Task 3</p> <p>The students are to complete the incomplete paragraphs</p>	2 x 40 minutes	<p>a. Cognitive</p> <ol style="list-style-type: none"> 1. Getting the main idea and concept of descriptive texts, especially describing places. 2. Completing descriptive texts into meaningful texts. 3. Understanding the using of simple present tense in the descriptive texts. 4. Generating ideas of the things they want to write. 5. Producing descriptive texts. <p>b. Affective</p> <p>Expected attitudes:</p> <ul style="list-style-type: none"> - Creativity - Carefulness - self-confidence

					tense		<p>using the words provided on the box</p> <p>Task 4 The students make a list of the facilities or rooms in your school using the provided table.</p> <p>Task 5 The students make several sentences using the data from the previous activity.</p> <p>Task 6 The students make a simple</p>		- autonomy
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							draft of describing their school.		
2	Expressing the meaning in the short and simple functional texts and essay in the form of descriptive and procedure in order to communicate and interact in the closest environment.	Expressing the meaning and rhetorical steps in the very short simple essay using language variation accurately, fluently, and appropriately in order to communicate and interact in the closest environment in the form of descriptive and procedure texts.	My school (descriptive text)		<p>Key vocabulary:</p> <p>Noun</p> <ul style="list-style-type: none"> - Yard - Parking lot - Classroom - Library - Etc. <p>Adjective</p> <ul style="list-style-type: none"> - Big - Small <p>Adverb</p> <ul style="list-style-type: none"> - Near - Next to - Beside - Etc. <p>Key grammar:</p> <ul style="list-style-type: none"> - Simple present tense 	Handouts Slide show	<p><u>Task 1</u></p> <p>The students identify the sentences. Then they have to decide whether the sentences are correct or wrong. And the students revised the wrong sentences</p> <p><u>Task 2</u></p> <p>The students checking their friends' draft and giving feedback toward them using provided feedback checklist.</p>	2 x 40 minutes	<p>a. Cognitive</p> <ol style="list-style-type: none"> 1. Getting the main idea and concept of feedback. 2. Giving feedback and accepting feedback from their friends. 3. Editing and revising their writing. 4. Producing the correct spelling of the words in the descriptive texts. <p>b. Affective</p> <p>Expected attitudes:</p> <ul style="list-style-type: none"> - Open-minded - cooperation - carefulness - self-confidence

							<u>Task 3</u> The students revised their draft after getting feedback and responses from their friends.		
3	Expressing the meaning in the short and simple functional texts and essay in the form of descriptive and procedure in order to communicate and interact in the closest environment.	Expressing the meaning and rhetorical steps in the very short simple essay using language variation accurately, fluently, and appropriately in order to communicate and interact in the closest environment in the form	My idol		Key vocabularies: Noun - Artist, musician, actor, actress etc. Adjective - Tall, short, young, old, handsome, beautiful, kind, smart, diligent, etc. Key grammar:	Handouts Slide show	Task 1 The students identify the text regarding the characteristics and the tense used in the text. Task 2 The students, in pair, identify the second text. Then, they have to find the physical appearance	2 x 40 minutes	A. Cognitive 1. Getting the main idea and concept of descriptive texts, especially describing person. 2. Identifying the adjective words used in the descriptive text. 3. Understanding the using of simple present tense in the descriptive texts. 4. Generating ideas of the person they want to write.

		of descriptive and procedure texts.			- Simple present tense		and the character of the person described in the text. And then, they write them down on the table provided.		<p>5. Producing descriptive texts</p> <p>a. Affective</p> <p>Expected attitudes:</p> <ul style="list-style-type: none"> - Creativity - Cooperation - Carefulness - self-confidence - autonomy
							<p>Task 3</p> <p>The students complete the incomplete paragraphs using the words provided on the box</p> <p>Task 4</p> <p>The students make a list of the physical appearance and character of the person they are going</p>		

							<p>to describe.</p> <p>Task 5 The students make several sentences using the data from the previous activity.</p> <p>Task 6 The students make a simple draft of describing their idol.</p>		
4	Expressing the meaning in the short and simple functional texts and essay in the form of descriptive and procedure	Expressing the meaning and rhetorical steps in the very short simple essay using language variation	My idol		<p>Key vocabularies:</p> <p>Noun</p> <ul style="list-style-type: none"> - Artist, musician, actor, actress etc. <p>Adjective</p> <ul style="list-style-type: none"> - Tall, short, young, 	<p>Handouts</p> <p>Slide show</p>	<p><u>Task 1</u> The students identify the sentences. Then they have to decide whether the sentences are correct or wrong. And</p>	2 x 40 minutes	<p>a. Cognitive</p> <ol style="list-style-type: none"> 1. Getting the main idea and concept of feedback. 2. Giving feedback and accepting feedback from their friends.

	in order to communicate and interact in the closest environment.	accurately, fluently, and appropriately in order to communicate and interact in the closest environment in the form of descriptive and procedure texts.			old, handsome, beautiful, kind, smart, diligent, etc. Key grammar: - Simple present tense		the students revised the wrong sentences <u>Task 2</u> The students checking their friends' draft and giving feedback toward them using provided feedback checklist. <u>Task 3</u> The students revised their draft after getting feedback and responses from their friends.		3. Editing and revising their writing. 4. Producing the correct spelling of the words in the descriptive texts. b. Affective Expected attitudes: - Cooperation - Open minded - Carefulness - self-confidence - autonomy
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LESSON PLAN I

School	: SMP N 1 Mlati
Subject	: English
Class/semester	: VII/Second
Time allocation	: 6 X 40 minutes
Skill	: writing
Type of the text	: descriptive
Theme	: My school

Standard of Competency :

12. Expressing the meaning in the short and simple functional texts and essay in the form of descriptive and procedure in order to communicate and interact in the closest environment.

Basic competency :

12.2 Expressing the meaning and rhetorical steps in the very short simple essay using language variation accurately, fluently, and appropriately in order to communicate and interact in the closest environment in the form of descriptive and procedure texts.

Indicator:

a. Cognitive

1. Getting the main idea and concept of descriptive texts, especially describing places.
2. Completing descriptive texts into meaningful texts.
3. Understanding the using of simple present tense in the descriptive texts.
4. Generating ideas of the things they want to write.
5. Producing descriptive texts.

b. Affective

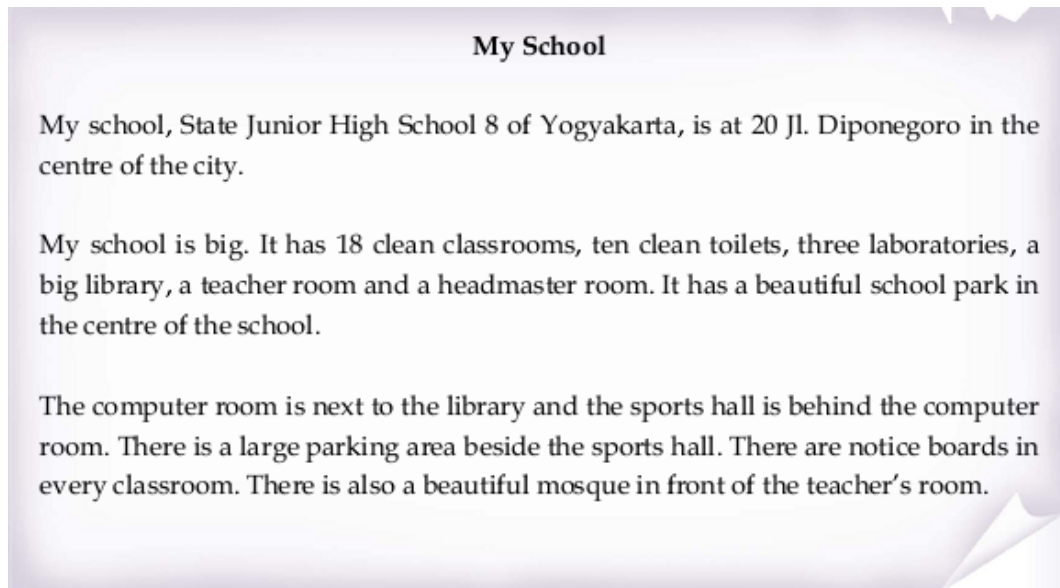
Expected attitudes:

1. Creativity
2. Carefulness
3. self-confidence
4. autonomy

I. Learning Objective :

At the end of the study, the students are expected to be able to make descriptive texts in their daily life.

II. Learning Materials :
Descriptive text



Simple present tense: used to express something happen in present

Pattern: Subject + V1 + object + Complement/adverb

III. Teaching Method : Genre Based Approach (GBA)

IV. Procedures (Stages of Teaching-learning)

A. Opening

1. Opening

- The teacher greets the student
- The teacher checks whether the students are ready for the activities
- The teacher leads the pray
- The teacher calls the roll on students

2. Warming Up

- The teacher gives question related to their school

V. The Cycles of Teaching-Learning

B. Main activities

First meeting

a. Building knowledge of the field (BKOF)

- The teacher gives a descriptive text to the students.

b. Modeling and Deconstructing the text

- The teacher together with the students identifies the text regarding the purpose, generic structures, and the tense used in the text.
- The teacher explains the students about the present tense followed by several examples and exercise.
- The teacher asks the students to work in pair to do the exercise 1 (re-arranging the paragraph into correct order)
- The teacher and the students discuss the result.
- The teacher asks the students to do the second exercise individually (completing blank paragraph).
- The teacher and the students discuss the result.

Second meeting

c. Joint Construction of the text

- The teacher asks the students to make a list of facilities or rooms in their school using provided table.
- The teacher asks the students to do the further exercise.

d. Individual Construction of the text

- The teacher asks the students to make a simple draft describing their school.

Third meeting

1. Building knowledge of the field (BKOF)

- The teacher explains about peer-feedback to the students.
- The teacher explains about what the activities will be about.
- The teacher asks the students to do the sixth exercise in group of four.
- The teacher and the students discuss the result.

2. Modeling and Deconstructing the text

- The teacher asks the students to give feedback toward their friends' work using several provided checklist.

3. Individual Construction of the text

- The teacher asks the students to revise their draft by considering the feedback given by their friends.

4. Relating the text to other text

The teacher asks the students about their favorite artist and tells them that they will learn how to describe their idol in the next meeting.

C. Closing

- The teacher summarizes the activities and stage that the students have been through.
- The teacher asks the students' problems and hindrances during the activities.
- The teacher closes the class by leading a prayer.

VI. Teaching-learning resources and references:

- Joko Priyana, dkk. 2008. *Scaffolding: English for Grade VII Students*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- <http://www.sekolahoke.com/2011/05/descriptive-text-my-school-smpn.html>
- Weigle, C. Sara. 2002. *Assessing writing*. Cambridge: Cambridge University Press.

VII. Assessment

Type : written test
 Technic : semi-guided writing
 Scoring rubric :

Aspects	Score	Criteria
Content	27 - 30	very good to excellent
	22 - 26	average to good
	17 - 21	poor to fair
	13 - 16	very poor
Organization	18 – 20	Very good to excellent
	14 – 17	Average to good
	10 – 13	Poor to fair
	7 – 9	Very poor
Vocabulary	18 – 20	Very good to excellent
	14 – 17	Average to good
	10 – 13	Poor to Fair
	7 – 9	Very poor
Language use	22 – 25	Very good to excellent
	18 – 21	Average to good
	11 – 17	Poor to Fair
	5 – 10	Very poor

mechanic	5	Very good to excellent
	4	Average to good
	3	Poor to Fair
	2	Very poor

Mengetahui;
Guru Mapel Bahasa Inggris

Mlati, 11 Mei 2013
Mahasiswa Praktikan,

Dra. Dewi Muslimah, S.Pd.
NIP: 196112021983032002

Agus Imron Mashadi
NIM: 09202241039

Task 1

Identify the text

Arrange the paragraph and Find the introduction and the main part

My Beloved School

In my school, there are a lot of trees and plants. Trees and plants make the school so cool and fresh. I love my school very much.

My school is Islamic Junior High School Kanjeng Sepuh Sidayu. It is located at Jl. Kanjeng Sepuh Mriyunan Sidayu.

My school is quite big. There are 15 classroom, two canteens, four laboratories, two parking lots, teacher office, and principal office. The library is small but clean and tidy. We can read many interesting books in the library. There is also a set of TV in the library. Sometimes, we watch educational movie there.

Task 2

Complete the text with the suitable words in the box

My Junior High School

I (.....) at SMPN Sukorambi. It is (.....) in Kecamatan Sukorambi. We need 15 minutes to drive from the center of town of Jember. (.....) is built on a small hill.

SMPN Sukorambi (.....) big enough. It has 18 classroom, laboratory, hall, library, office, computer room, canteen, (.....) mosque, parking area, and large garden. SMPN Sukorambi also (....) sport center. They (.....) basketball court, volleyball court, and sport hall for (.....) badminton and doing exercise.

I love my school (.....) it is green. There are (.....) plants around the school. The school also has some ponds to look after some fish.

Located	Playing	Study	It Has	A lot of	Is
Small	Are	Because			

Task 3

Make a list of the facilities or rooms in your school using this table.

No	Facilities /rooms/places	Location	Adjective
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

Task 4

Make sentences using your list in task 3

Task 5

Make a draft of descriptive text using data from task 3 and task 4

You may look at the text for the sample.

Writer: _____

Partner: _____

Peer feedback checklist

No	Content	Yes	No
1	The introduction is clear. (pengenalan objek sangat jelas)		
2	The main part is clear. (penjelasan secara fisik jelas)		
3	The identification is clear. (penjelasan secara sifat jelas)		

No	Organization	Yes	No
1	The text is begun with a good introduction. (teks dimulai dengan introduction yang bagus)		
2	The text has clear description. (teks mempunyai deskripsi yang jelas)		
3	The text is using good coherences. (teks menggunakan keselarasan yang baik)		

No	Vocabulary	Yes	No
1	The text is using effective words choice. (teks menggunakan pilihant kata yang tepat dan akurat)		
2	The text is using good attributive words to describe objects. (teks menggunakan kata sifat penjelas objek dengan baik)		
3	The text is using various vocabularies. (teks menggunakan kosa kata yang bervariasi)		

No	Language use	Yes	No
1	The text has few errors of tense, number, and pronoun. (teks mempunyai sedikit kesalahan pada tense, number, dan pronoun)		
2	The text has few errors in using preposition. (teks mempunyai sedikit kesalahan pada penggunaan preposisi)		
3	The text has few errors in using <i>to be/linking verb</i> (teks mempunyai sedikit kesalahan pada penggunaan is,am,are)		

No	Mechanic	Yes	No
1	The text has few errors of spelling. (teks mempunyai sedikit kesalahan pada pengejaan kata)		
2	The text has few errors of punctuation. (teks mempunyai sedikit kesalahan pada penggunaan tanda baca)		
3	The text has few errors of capitalization. (teks mempunyai sedikit kesalahan pada penggunaan huruf kapital)		
4	The text has few errors of paragraphing. (teks mempunyai sedikit kesalahan pada penyusunan paragraph)		
5	The text is legible. (teks dapat dibaca)		

1. Berilah (minimal 2 poin) komentar positif tentang tulisan temanmu.

2. Berilah (minimal 2 poin) saran terhadap tulisan temanmu.

3. Apakah kamu setuju dengan pendapat temanmu? Mengapa?

LESSON PLAN II

School	: SMP N 1 Mlati
Subject	: English
Class/semester	: VII/Second
Time allocation	: 6 X 40 minutes
Skill	: writing
Type of the text	: descriptive
Theme	: My Idol

Standard of Competency :

12. Expressing the meaning in the short and simple functional texts and essay in the form of descriptive and procedure in order to communicate and interact in the closest environment.

Basic competency :

12.2 Expressing the meaning and rhetorical steps in the very short simple essay using language variation accurately, fluently, and appropriately in order to communicate and interact in the closest environment in the form of descriptive and procedure texts.

Indicator:

a. Cognitive

1. Getting the main idea and concept of descriptive texts, especially describing person.
2. Identifying the adjective words used in the descriptive text.
3. Understanding the using of simple present tense in the descriptive texts.
4. Generating ideas of the person they want to write.
5. Producing descriptive texts

b. Affective

Expected attitudes:

- Creativity
- Cooperation
- Carefulness
- self-confidence
- autonomy

I. Learning Objective :

At the end of the study, the students are expected to be able to make descriptive texts in their daily life.

II. Learning Materials :

Descriptive text

My Idol

I have an idol. His name is Daniel Jacob Radcliffe. He was born in Fulham, London, 23rd July 1989. He is usually called Dan. He is the only child in his family. Daniel's parents are Alan Radcliffe and Marcia Gresham.

Dan has dark brown hair and blue eyes. His height is about 168cm. He is a loyal, shy, down to earth and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

Simple present tense: used to express something happen in present

Pattern: Subject + V1 + object + Complement/adverb

III. Teaching Method : Genre Based Approach (GBA)

IV. Procedures (Stages of Teaching-learning)

A. Opening

1. Opening

- The teacher greets the student
- The teacher checks whether the students are ready for the activities
- The teacher leads the pray
- The teacher calls the roll on students

2. Warming Up

- The teacher gives question related to their idol

B. Main activities

First meeting

a. Building knowledge of the field (BKOF)

- The teacher gives a descriptive text to the students.

b. Modeling and Deconstructing the text

- The teacher together with the students identifies the text regarding the purpose, generic structures, and the tense used in the text.
- The teacher explains the students about the present tense followed by several examples and exercise.
- The teacher asks the students to work individually to do the exercise 1 (identifying physical appearance and character of the person described)
- The teacher and the students discuss the result.
- The teacher asks the students to do the second exercise individually (completing blank paragraph).
- The teacher and the students discuss the result.

Second meeting

c. Joint Construction of the text

- The teacher asks the students to make a list of physical appearance and character of a person they want to describe using provided table.
- The teacher asks the students to do the further exercise.

d. Individual Construction of the text

- The teacher asks the students to make a simple draft describing their idol.

Third meeting

a. Building knowledge of the field (BKOF)

- The teacher explains about what the activities will be about.

b. Joint Construction of the text

- The teacher asks the students to do the sixth exercise in group of four.
- The teacher and the students discuss the result.
- The teacher asks the students to give feedback toward their friends' work using several provided checklist.

c. Individual Construction of the text

- The teacher asks the students to revise their draft by considering the feedback given by their friends.

C. Closing

- The teacher summarizes the activities and stage that the students have been through.
- The teacher asks the students' problems and hindrances during the activities.
- The teacher closes the class by leading a prayer.

V. Teaching-learning resources and references:

- Joko Priyana, dkk. 2008. *Scaffolding: English for Grade VII Students*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- <http://dsyefiragoblog.wordpress.com/2012/12/10/example-of-descriptive-text/>
- <http://tugasdeparple.blogspot.com/2011/01/descriptive-text-task-1.html>
- Weigle, C. Sara. 2002. *Assessing writing*. Cambridge: Cambridge University Press.

VI. Assessment

Type : written test
 Technic : semi-guided writing
 Scoring rubric :

Aspects	Score	Criteria
Content	27 - 30	very good to excellent
	22 - 26	average to good
	17 - 21	poor to fair
	13 - 16	very poor
Organization	18 – 20	Very good to excellent
	14 – 17	Average to good
	10 – 13	Poor to fair
	7 – 9	Very poor
Vocabulary	18 – 20	Very good to excellent
	14 – 17	Average to good
	10 – 13	Poor to Fair
	7 – 9	Very poor
Language use	22 – 25	Very good to excellent
	18 – 21	Average to good
	11 – 17	Poor to Fair
	5 – 10	Very poor
mechanic	5	Very good to excellent

	4	Average to good
	3	Poor to Fair
	2	Very poor

**Mengetahui;
Guru Mapel Bahasa Inggris**

**Mlati, 18 Mei 2013
Mahasiswa Praktikan,**

**Dra. Dewi Muslimah, S.Pd.
NIP: 196112021983032002**

**Agus Imron Mashadi
NIM: 09202241039**

Unit 2

Task 1

MY IDOL

Emma Charlotte Duerre Watson was born in Paris, France , 15 April 1990. She is Hermione Granger of Harry Potter movie. Her nickname is Emma. She is the daughter of Chris Watson and Jacqueline Luesby. She lived in Paris until the age of five before she moved with her mother and younger brother, Alexander to Oxford, England.

Emma has wavy brown hair. Her height is 165 cm. She is a generous, friendly, and detremined person. She also said that she is a little bit stubborn. Emma loves dancing, singing, tennis, and art.

Name	Physical appearance	Character

Task 2

Complete the text with the suitable word provided in the box.

My idol is Niall James Horan. He usually called Niall Horan. He is a singer and a member of the boy group One Direction. He born on September 13, 1993 in County West- meath, Ireland.

Niall slim body with height 171 cm. He has cute oval face with beautiful lips. His nose is (.....). Brunette wavy hair makes him different from other boys in the band. He also has beautiful skin which is white. Niall is confident, generous, and friendly. He music and Justin Bieber is his favorite (.....). His color is blue. He loves to eat very (.....).

favorite	likes	on	was	much
also	is	singer	pointed	has

Task 4

Make a list of a person description. Follow the table below.

Name	Physical appearance	Character

Task 5

Make a simple draft to describe your idol.

Writer: _____

Partner: _____

Peer feedback checklist

No	Content	Yes	No
1	The introduction is clear. (pengenalan objek sangat jelas)		
2	The description of physical appearance is clear. (penjelasan secara fisik jelas)		
3	The description of the character is clear. (penjelasan secara sifat jelas)		

No	Organization	Yes	No
1	The text is begun with a good introduction. (teks dimulai dengan introduction yang bagus)		
2	The text has clear description. (teks mempunyai deskripsi yang jelas)		
3	The text is using good coherences. (teks menggunakan keselarasan yang baik)		

No	Vocabulary	Yes	No
1	The text is using effective words choice. (teks menggunakan pilihant kata yang tepat dan akurat)		
2	The text is using good adjective words to describe objects. (teks menggunakan kata sifat penjelas objek dengan baik)		
3	The text is using various vocabularies. (teks menggunakan kosa kata yang bervariasi)		

No	Language use	Yes	No
1	The text has few errors of tense and number. (teks mempunyai sedikit kesalahan pada tense dan number)		
2	The text has few errors in using pronoun. (teks mempunyai sedikit kesalahan pada penggunaan kata ganti(he, she, it))		
3	The text has few errors in using <i>to be/linking verb</i>		

	(teks mempunyai sedikit kesalahan pada penggunaan is,am,are)		
--	--	--	--

No	Mechanic	Yes	No
1	The text has few errors of spelling. (teks mempunyai sedikit kesalahan pada pengejaan kata)		
2	The text has few errors of punctuation. (teks mempunyai sedikit kesalahan pada penggunaan tanda baca)		
3	The text has few errors of capitalization. (teks mempunyai sedikit kesalahan pada penggunaan huruf kapital)		
4	The text has few errors of paragraphing. (teks mempunyai sedikit kesalahan pada penyusunan paragraph)		
5	The text is legible. (teks dapat dibaca)		

1. Berilah (minimal 2 poin) komentar positif tentang tulisan temanmu.

2. Berilah (minimal 2 poin) saran terhadap tulisan temanmu.

3. Apakah kamu setuju dengan pendapat temanmu? Mengapa?

Students' writing in Pretest

Writing pre-test

Name: Achmad Dwi A.

Class: VII D

Student's number: 01

Write a descriptive text about your house



My House

My house is in village KARANGLO. Situation my village Pleasant and clean. color paint MY house a green.

It has a livingroom, a small kitchen.

My Parents bedroom is big. I often play there.

Writing pre-test

Name: Melshintya Listyanti Saputri

Class: VII D

Student's number: 23

Write a descriptive text about your house



My House

I have a big house. My house located North street. My house have large yard. My house have eight rooms and one bathroom. There are four bedrooms, one living room, one dining room, one kitchen, and one family room and to have one garage. I very love my house. Beside my house is a garden. In the yard exist papaya tree. Beside my house exist house nister my mother.

~~luxurious~~
bad

Sample of student's feedback in Cycle I

Writer: FAUZAN FEBIANTO
 Partner: AMEVIA ADHILA PUTRI

Peer feedback checklist

No	Content	Yes	No
1	The introduction is clear. (pengenalan objek sangat jelas)	✓	
2	The main part is clear. (penjelasan objek sangat detail)		✓
3	The identification is clear. (mudah dipahami)	✓	

No	Organization	Yes	No
1	The text is begun with a good introduction. (teks dimulai dengan introduction yang bagus)	✗	✓
2	The text has clear description. (teks mempunyai deskripsi yang jelas)	✓	
3	The text is using good coherences. (teks menggunakan keselarasan yang baik)	✓	

No	Vocabulary	Yes	No
1	The text is using effective words choice. (teks menggunakan pilihant kata yang tepat dan akurat)		✓
2	The text is using good attributive adjective. (teks menggunakan kata sifat dengan baik)	✓	
3	The text is using various vocabularies. (teks menggunakan kosa kata yang bervariasi)	✓	

No	Language use	Yes	No
1	The text has few errors of tense, number, and pronoun. (teks mempunyai sedikit kesalahan pada tense, number, and pronoun)	✓	
2	The text has few errors in using preposition. (teks mempunyai sedikit kesalahan pada penggunaan preposisi)		✓
3	The text has few errors in using <i>to be/linking verb</i>	✓	

No	Mechanic	Yes	No
1	The text has few errors of spelling. (teks mempunyai sedikit kesalahan pada pengejaan kata)		✓
2	The text has few errors of punctuation. (teks mempunyai sedikit kesalahan pada penggunaan tanda baca)	✓	✗
3	The text has few errors of capitalization. (teks mempunyai sedikit kesalahan pada penggunaan huruf kapital)		✓
4	The text has few errors of paragraphing. (teks mempunyai sedikit kesalahan pada penyusunan paragraph)		✓
5	The text is legible. (teks dapat dibaca)	✓	

1. Berilah (minimal 2 poin) komentar positif tentang tulisan temanmu.

- Pemilihan dan pemisahan antara Introduction & main part sudah bagus.
- Main partnya lancar dan cukup bagus.
- Ada kata yang belum digunakan dalam text yang ada sebelumnya.
jadi cukup kreatif.

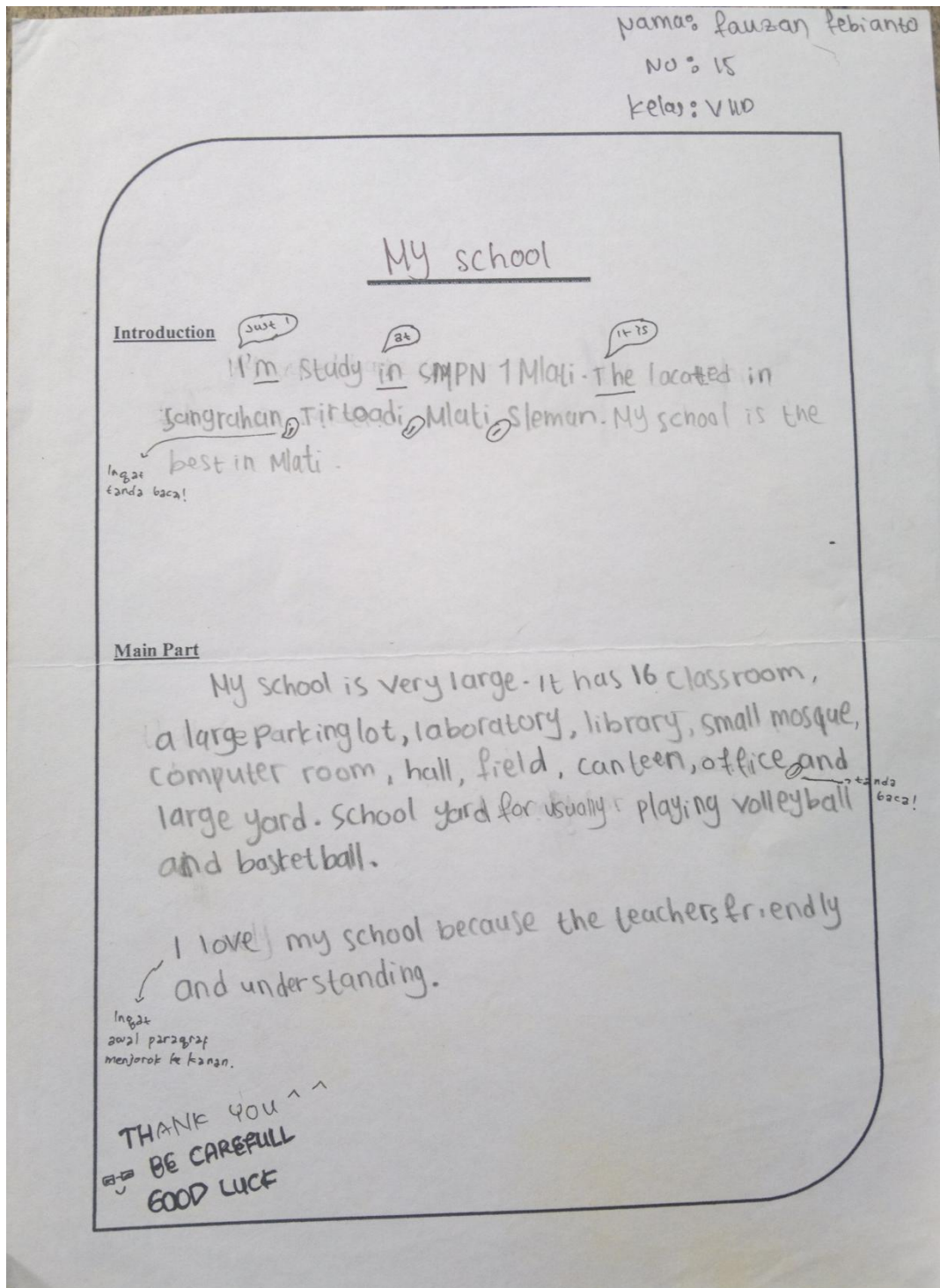
2. Berilah (minimal 2 poin) saran terhadap tulisan temanmu.

- lebih bagus lagi ditambah dengan letak misal librarynya dekat apa, atau bagaimana.
- Hati-hati pada introduction harus lebih diperhatikan dan jangan terlalu mengikuti pada contoh text sebelumnya.
jadi bisa lebih kreatif dan ada nilai plus.
- Tanda baca dan huruf kapitalnya, next time harus lebih jelas.

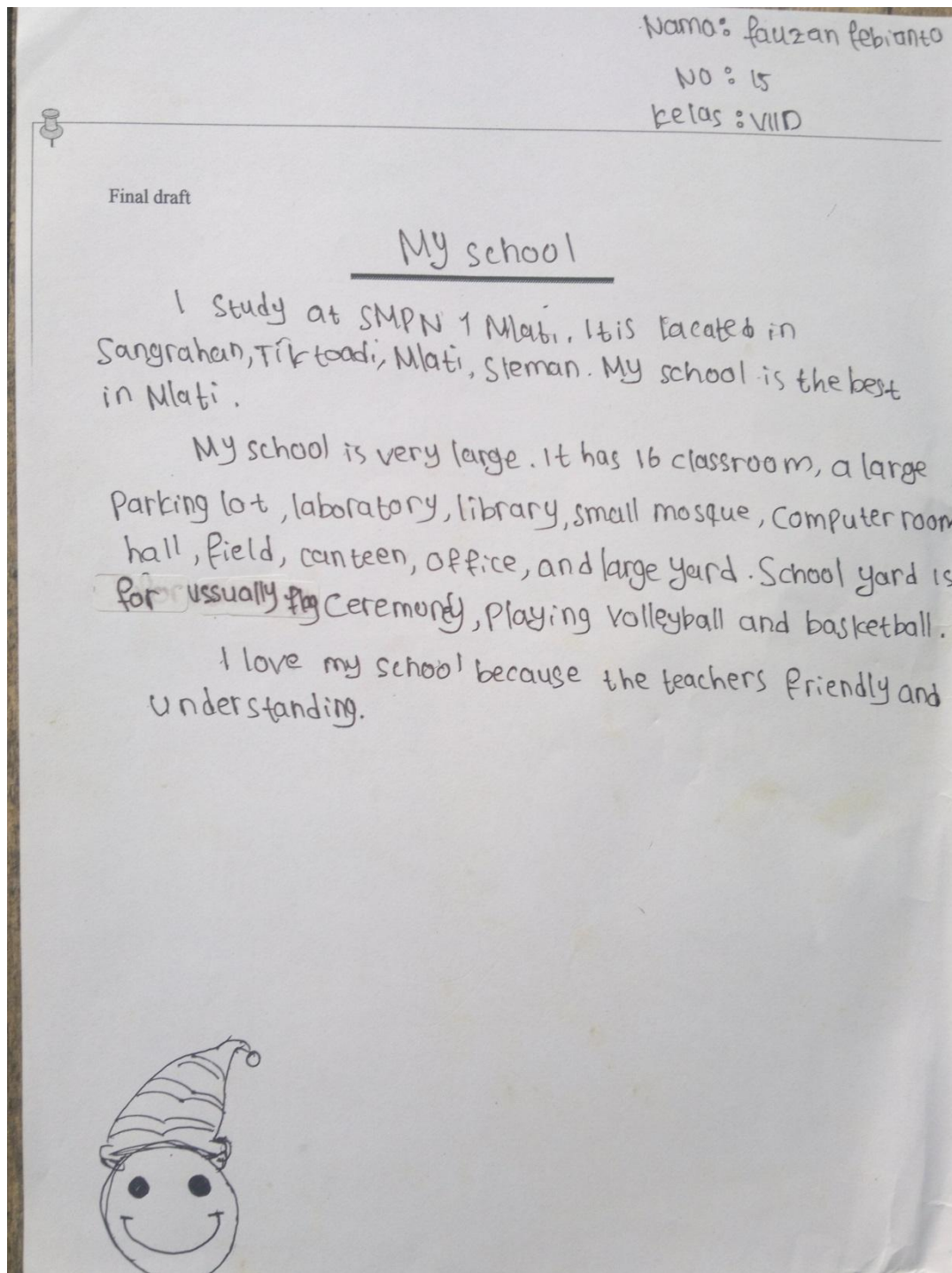
3. Apakah kamu setuju dengan pendapat temanmu? Mengapa?

Setuju, karena kita dapat mengetahui kesalahan dalam mendeskripsikan teks tersebut.

Sample of the students' draft before peer feedback activities in Cycle I



Sample of the students' draft after peer feedback activities in Cycle I



Sample of the students' feedback in Cycle II

Writer: Nur Ida Yanti
Partner: Jayanti Astridya R.

Peer feedback checklist

No	Content	Yes	No
1	The introduction is clear. (pengenalan objek sangat jelas)	✓	
2	The description of physical appearance is clear. (penjelasan secara fisik jelas)	✓	
3	The description of the character is clear. (penjelasan secara sifat jelas)		✓

No	Organization	Yes	No
1	The text is begun with a good introduction. (teks dimulai dengan introduction yang bagus)	✓	
2	The text has clear description. (teks mempunyai deskripsi yang jelas)	✓	
3	The text is using good coherences. (teks menggunakan keselarasan yang baik)		✓

No	Vocabulary	Yes	No
1	The text is using effective words choice. (teks menggunakan pilihant kata yang tepat dan akurat)		✓
2	The text is using good adjective words to describe objects. (teks menggunakan kata sifat penjelas objek dengan baik)	✓	
3	The text is using various vocabularies. (teks menggunakan kosa kata yang bervariasi)	✓	

No	Language use	Yes	No
1	The text has few errors of tense and number. (teks mempunyai sedikit kesalahan pada tense dan number)	✓	✗
2	The text has few errors in using pronoun. (teks mempunyai sedikit kesalahan pada penggunaan kata ganti(he, she, it))	✓	
3	The text has few errors in using <i>to be/linking verb</i> (teks mempunyai sedikit kesalahan pada penggunaan is,am,are)	✓	

No	Mechanic	Yes	No
1	The text has few errors of spelling. (teks mempunyai sedikit kesalahan pada pengejaan kata)	✓	
2	The text has few errors of punctuation. (teks mempunyai sedikit kesalahan pada penggunaan tanda baca)		✓
3	The text has few errors of capitalization. (teks mempunyai sedikit kesalahan pada penggunaan huruf kapital)	✓	
4	The text has few errors of paragraphing. (teks mempunyai sedikit kesalahan pada penyusunan paragraph)		✓
5	The text is legible. (teks dapat dibaca)	✓	

1. Berilah (minimal 2 poin) komentar positif tentang tulisan temanmu.

~~Setuju~~

- o Paragraf nya udah siipp 1.1
- o Tulisanya Papi di pertahankan
- o Penjelasanya udah Rinci good job .

2. Berilah (minimal 2 poin) saran terhadap tulisan temanmu.


- o Kalau ditengah 2 kalimat menggunakan huruf kecil
 - o Penulisan cucumber yg benar
 - o Angka 2 harusnya 2nd
 - o She itu has bukan have
- } tapi udh bgs
kalo paragrafnya
1.1.

3. Apakah kamu setuju dengan pendapat temanmu? Mengapa?

Setuju 1.1

Sample of students' draft before peer feedback activities in Cycle II

Nama : Nur idayanti
Kelas : VII D
No : 29



~ My Idol ~

Introduction

I have idol. My idol is "Yuki Anggraini Kato". She have other name Yuki Kato. She is usually called "Yuki". She is the actress in "My Heart". She was born April 2, 1995 in Indonesia, Malang, Jawa Timur. Her Father name is Takeshi Kato. and Her mother name is Twinawati.

2nd

Main part

Yuki has Straight black hair. Her height 160 cm. She ^{has} have white skin. Her body is slim. Her tooth is neat, as cucumbar seed. Her face is oval. Her eye is brown colored. She is a Confident, Intelligent, Shy, and Humorous. She favorite color blue. He also loves to very much.

harusnya huruf kecil di tengah kalimat.

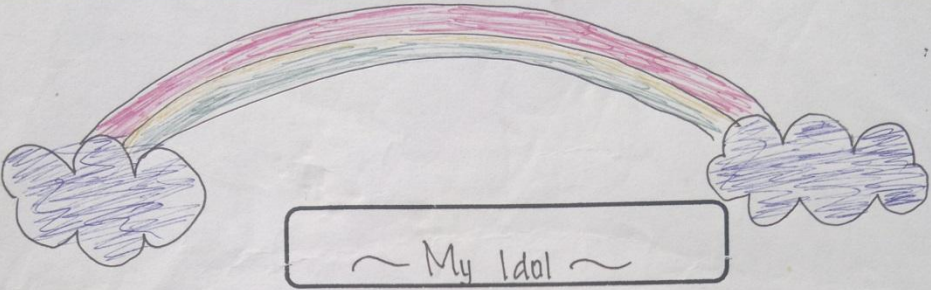
Intelligen
Shy
Humorous

}

harusnya huruf kecil

Sample of the students' draft after peer feedback activities in Cycle II

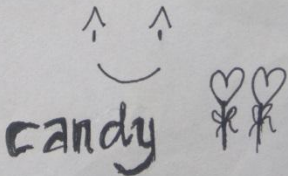
Nama : Nur ida Yanti
Kelas : VIII D
No : 29



I have idol. My idol is 'Yuki Anggraini Kato'. She have other name 'Yuki Kato'. She is usually called 'Yuki'. She is the actress "My Heart". She wash born April 2nd 1995 in Indonesia, Malang, Jawa Timur. Her Father name is 'Takhesi Kato' and Her Mother name is 'Twinawati'.

Yuki has straight black hair. Her height 160 cm. She has white skin. Her body is slim. Her tooth is neat, as cucumber seed. Her face is oval. Her eye is brown colored. She is a confident, intelligent, shy, and Humorous. She favorite color blue. She also loves to very much.

candy



Student's writing in Posttest

This is my final draft

Name: Yunita

Student's number: 32

MY HOME

I live in Bakalan, Sumberadi, Mlari, Sleman. My house is small. There are three people, that is Mother, father, and I.

My house has two bedrooms, one bathroom, one praying room, kitchen room, living room, and dining room. It living room consist of television, chair, table, aquarium, guitar and various other things. Beside the house there is a garden. In front of my house there is a tree nominalizing make leafy and cool. My house near with mosque and stall shop. In the living room we like watch TV. My mother is a great cook. She always makes delicious food for use. We really love my house because it is so peaceful.

Students' scores in Pretest

No	C		O		V		LU		M		FS
	R	C	R	C	R	C	R	C	R	C	
1	16	16	9	8	9	8	10	10	3	3	46
2	16	16	14	13	10	9	11	11	3	3	53
3	13	13	8	8	7	8	7	8	2	2	38
4	17	16	10	10	9	9	10	11	3	3	49
5	23	22	16	15	16	15	19	19	4	4	76,5
6	16	16	9	10	10	10	10	10	3	3	48,5
7	22	22	14	15	14	15	18	18	4	4	73
8	22	21	14	14	14	13	11	10	4	3	63
9	21	21	10	12	13	14	10	9	4	4	59
10	18	18	12	11	11	11	11	10	3	3	54
11	18	17	14	14	12	11	12	11	4	4	58,5
12	17	17	11	11	11	13	10	10	3	3	53
13	16	16	9	10	10	10	10	10	3	3	48,5
14	16	16	10	10	12	10	10	10	3	3	50
15	18	18	13	13	11	12	12	13	3	3	58
16	17	17	11	10	10	10	10	9	3	3	50
17	21	21	10	12	14	14	11	13	4	4	62
18	17	17	9	9	9	10	11	11	3	3	49,5
19	22	22	14	13	13	13	15	14	4	4	67
20	22	22	13	13	14	15	15	13	3	3	66,5
21	20	20	13	13	14	15	15	13	3	3	64,5
22	18	17	10	10	10	9	13	12	4	4	53,5
23	17	17	10	9	10	9	11	11	3	3	50
24	15	15	10	10	10	10	6	7	3	3	44,5
25	18	18	14	13	12	12	11	11	3	3	57,5
26	16	16	10	10	9	8	10	8	2	3	46
27	16	14	9	9	11	10	9	9	3	3	46,5
28	17	17	9	10	9	9	10	10	3	3	48,5
29	18	18	14	13	10	10	11	10	3	3	55
30	17	17	10	10	10	10	11	11	3	3	51
31	22	22	14	13	10	9	11	11	4	4	60

Students' scores in Cycle I

No	C		O		V		LU		M		FS
	R	C	R	C	R	C	R	C	R	C	
1	18	18	13	14	14	13	17	16	3	3	65
2	21	21	15	15	15	14	17	16	3	3	69,5
3	18	18	13	14	14	14	16	16	3	3	64,5
4	17	17	13	14	13	14	16	16	4	4	64,5
5	25	25	16	15	16	15	18	18	4	4	77,5
6	20	20	15	15	15	15	17	16	3	3	69,5
7	23	23	15	16	16	16	17	17	4	4	75,5
8	20	20	14	14	14	15	16	17	4	4	69,5
9	22	22	15	15	16	16	17	17	4	4	74
10	22	22	16	16	16	15	18	17	4	4	74,5
11	22	22	15	15	15	16	17	17	4	4	74
12	20	20	14	14	14	14	16	16	4	4	68
13	22	22	16	15	16	15	18	17	4	4	74
14	21	21	15	15	15	15	18	17	4	4	72,5
15	21	21	14	15	15	15	17	18	4	4	72
16	20	20	15	15	15	15	17	17	4	4	72
17	22	22	14	14	16	15	18	17	4	4	72,5
18	18	18	13	13	14	13	17	17	4	4	65
19	23	22	15	15	15	14	16	16	4	4	71,5
20	22	22	15	15	15	14	18	18	4	4	73
21	22	22	15	15	16	16	17	17	4	4	74
22	20	20	14	15	14	14	17	17	4	4	69,5
23	21	21	14	14	14	14	17	18	4	4	70,5
24	18	18	14	14	13	14	18	18	4	4	68
25	22	22	15	15	15	14	17	17	4	4	72
26	18	18	14	14	14	14	17	17	4	4	67
27	20	20	15	15	14	14	17	17	4	4	70
28	20	20	15	15	14	15	17	17	4	4	71
29	21	21	14	14	14	14	18	18	4	4	71
30	22	22	15	14	15	15	17	15	4	4	71,5
31	21	21	13	15	14	13	17	16	4	4	68,5

Students' scores in Cycle II

No	C		O		V		LU		M		FS
	R	C	R	C	R	C	R	C	R	C	
1	22	22	14	14	14	14	17	16	4	4	70,5
2	22	22	14	14	15	15	17	16	3	3	70,5
3	21	20	14	14	14	14	17	16	3	3	68
4	23	23	15	15	15	14	18	18	4	4	74,5
5	23	23	16	16	14	15	18	18	4	4	73,5
6	23	23	15	15	15	15	18	18	4	4	75
7	23	22	15	16	15	15	18	18	4	4	74,5
8	23	23	16	16	16	16	18	18	4	4	75,5
9	23	22	15	15	16	15	18	18	4	4	75
10	23	23	14	15	16	16	18	18	4	4	75,5
11	24	24	15	15	16	17	18	18	4	4	77,5
12	23	23	15	15	15	15	18	18	4	4	74,5
13	23	23	14	15	16	16	17	16	4	4	74
14	23	23	14	15	14	15	18	18	4	4	73,5
15	24	24	14	16	16	15	18	18	4	4	75,5
16	24	24	16	16	15	16	18	18	4	4	77,5
17	24	24	15	15	15	16	18	18	4	4	76,5
18	22	22	15	15	15	15	17	17	4	4	72,5
19	21	21	14	14	15	14	18	18	4	4	71,5
20	23	22	16	16	16	16	18	18	4	4	76
21	22	22	15	15	15	16	18	17	4	4	74
22	20	20	14	14	14	14	17	17	3	4	68
23	24	24	15	15	15	15	17	18	4	4	75
24	21	21	14	15	15	15	17	17	4	4	71,5
25	24	24	15	15	16	16	18	18	4	4	77
26	21	21	14	15	14	14	17	17	4	4	70,5
27	20	20	15	15	13	14	17	17	4	4	69
28	24	24	16	16	16	15	17	17	4	4	76
29	24	24	16	16	15	16	18	18	4	4	77,5
30	24	24	16	16	15	16	18	18	4	4	77
31	24	24	15	16	15	16	17	17	4	4	75,5

Students' scores in Posttest

No	C		O		V		LU		M		FS
	R	C	R	C	R	C	R	C	R	C	
1	22	23	15	16	15	16	17	17	4	4	74,5
2	23	23	16	16	16	16	17	17	4	4	76
3	22	22	16	15	15	16	17	18	4	4	74,5
4	23	23	17	17	15	17	18	18	4	4	78
5	24	24	17	18	17	17	19	20	4	4	82
6	23	23	16	17	15	16	17	17	4	4	76
7	24	25	17	16	17	17	17	17	4	4	79
8	24	24	15	16	17	17	18	17	4	4	78
9	24	24	17	17	16	17	18	18	4	4	79,5
10	24	24	16	17	17	17	18	18	4	4	79,5
11	24	24	17	17	16	17	18	18	4	4	79,5
12	25	25	17	16	17	16	18	18	4	4	80
13	23	24	16	16	17	17	17	17	4	4	77,5
14	24	24	17	17	17	17	18	18	4	4	80
15	23	24	17	17	17	18	17	17	4	4	79
16	25	25	16	17	16	16	18	18	4	4	79,5
17	24	23	16	16	16	16	17	17	4	4	76,5
18	23	23	16	16	15	17	17	18	4	4	76,5
19	25	25	16	16	16	17	17	18	4	4	79
20	24	24	17	17	18	18	18	18	4	4	81
21	24	24	16	16	17	18	18	17	4	4	79
22	23	24	16	16	16	15	18	17	4	4	76,5
23	25	25	17	17	16	17	18	18	4	5	81
24	25	25	17	17	16	16	18	18	4	4	80
25	24	24	16	17	16	15	17	17	4	4	77
26	25	25	16	16	16	17	17	17	4	4	78,5
27	24	23	16	16	15	16	17	18	4	4	76,5
28	24	24	16	16	16	15	18	18	4	4	77,5
29	24	24	15	17	16	15	17	18	4	4	77
30	25	25	17	17	17	16	18	18	4	5	81
31	25	25	17	17	17	17	18	18	4	4	81

C: Content
O: Organization
V: Vocabulary
LU: Language Use

M: Mechanic
FS: Final Score
R: Researcher
C: Collaborator

Students' Attendance List

No	Nama	Meeting/pertemuan							
		1	2	3	4	5	6	7	8
1	Achmad Dwi Apriliansyah	.	.	.	.	.	.	.	.
2	Ahmad Andri Kurniawan	.	.	.	.	.	.	.	.
3	Aji Rismunanto	.	.	.	.	.	.	.	.
4	Alfonsius Anggoro Putro*	.	.	.	.	.	.	.	.
5	Amevia Adhila Putri	.	.	.	.	.	.	.	.
6	Dadang Sholeh Winuko Jati	.	.	.	.	.	.	.	.
7	Daniel Bayutama*	.	.	.	.	.	.	.	.
8	Daniel Hasiando Sinaga*	.	.	.	.	.	.	.	.
9	Desy Ratna Saputri	.	.	.	.	.	.	.	.
10	Dian Arum Sukma	.	.	.	.	.	.	.	.
11	Erika Puspitasari	.	.	.	.	.	.	.	.
12	Erna Pratiwi	.	.	.	.	.	.	.	.
13	Faisal Bachtiar	.	.	.	.	.	.	.	.
14	Fajar Ridwan Kusdiyanto	.	.	.	.	.	.	.	.
15	Fauzan Febianto	.	.	.	.	.	.	.	.
16	Febriariska Nurmayani	.	.	.	.	.	.	.	.
17	Hasna Putri Setyaningtyas	.	.	.	.	.	.	.	.
18	Helmy Ramadhani	.	.	.	.	.	.	.	.
19	Hesti Puspaningsih	.	.	.	.	.	.	.	.
20	Isabela Reksa Dini*	.	.	.	.	.	.	.	.
21	Jayanti Astridya Rochmah	.	.	.	.	.	.	.	.
22	Katon Ari Hakim	.	.	.	.	.	.	.	.
23	Meishintya Listyanti Saputri	.	.	.	.	.	.	.	.
24	Mifta Indriastiti	.	.	.	.	.	.	.	.
25	Mufti Fauzi	.	.	.	.	.	.	.	.
26	Muhammad Khairil Anwar	.	.	.	.	.	.	.	.
27	Nicolaus Ganies G	.	.	.	.	.	.	.	.
28	Nur Ida Yanti	.	.	.	.	.	.	.	.
29	Rini Marlina	.	.	.	.	.	.	.	.
30	Septia Rini Pujiastuti	.	.	.	.	.	.	.	.
31	Yunita	.	.	.	.	.	.	.	.

PHOTOGRAPHS



The researcher gives explanation about descriptive texts to the students



The students discuss the exercise in group



The student actively asks the researcher in doing the exercise



The students are excited to answer the question

Name:

Class

Student's Number:

Kuesioner

1. Apakah kamu suka menulis dalam bahasa Inggris? Mengapa?
.....
.....
2. Apa Kesulitanmu ketika menulis dalam bahasa Inggris? (lingkari jawabanmu)
 - a. Kesulitan dalam tata bahasanya (grammar)
 - b. Kesulitan dalam arti dan pencarian kata-kata (vocabulary)
 - c. Kesulitan dalam mencari ide untuk menulis
 - d. Kesulitan dalam penyusunan kalimat dalam menulis
 - e. Kesulitan dalam peng-ejaan kata-kata dalam bahasa Inggris
 - f. Kesulitan dalam penggunaan kata kerja
 - g. Kesulitan dalam penggunaan kata sifat
 - h. Kesulitan dalam penggunaan *to be* (is, am, are)
 - i. Yang lain:
.....
.....
3. Bagaimanakah seharusnya pelajaran bahasa Inggris yang menarik?
.....
.....
4. Apakah kamu suka mengoreksi dan memberimasukan/pendapat pada hasil tulisan temanmu?
.....
.....
5. Apakah kamu suka/menerima masukan/pendapat dari temanmu ketika mengoreksi hasil tulisanmu? Mengapa?
.....
.....

6. Bagaimana seharusnya masukan/pendapat yang baik?

.....
.....
.....